

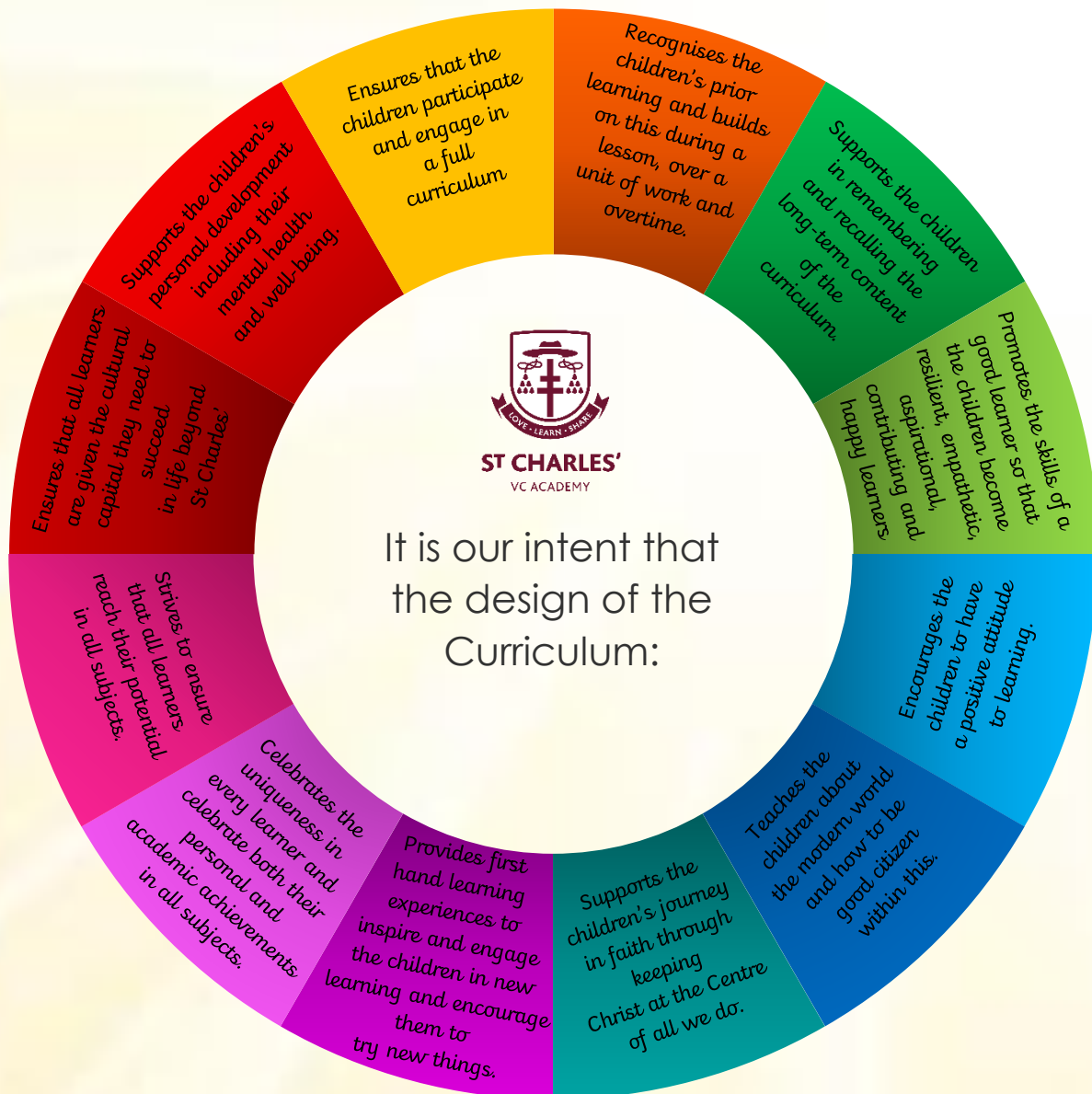
# St Charles' VC Academy



**ST CHARLES'**  
VC ACADEMY

## Our Curriculum

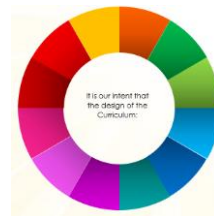
# Intent



# Implementation

Ensures that the children participate and engage in a full curriculum

**Intent Statement:**  
Ensures that the children participate and engage in a full curriculum



At St Charles, we have a carefully constructed a timetable to ensure that all subjects within the Curriculum receive an appropriate amount of coverage as well as meets the needs of children – For example: The time allocated to English & Maths is more heavily weighted with additional sessions timetabled for reading, handwriting, spelling and the practising of mathematics basic skills. This is due to these areas being a focus of the school in securing good attainment and progress for the children and the support that they offer to learning in other subjects.

**English** = x5 1-hour lessons per week (through RWInc in KS1).

**Discrete Spelling** = x5 half an hour lessons per week (through RWInc in KS1).

**Discrete Handwriting** = The amount of these per lessons per week is at the discretion of the class teacher depending on the skills of the children in the class.

**Reading for Pleasure / Silent Reading / Storytime** = x5 15-minute sessions per week.

**Maths** = x5 1-hour lessons per week.

**Timetables Practise** = Daily Timetables Rockstar sessions in KS2

**Basic Skills Practice** = Daily fast facts every morning including the use of Timetables Rockstars, Numbots and Spelling Shed.

**Science** = x1 1-hour lesson per week and additional skills day each term.

**DT & Art** = These are taught in a week block each term. An additional whole school art skills lessons is planned each term.

**History & Geography** = These are taught in alternative half term blocks of x1 1-hour lessons per week and additional skills days throughout the year.

**RE** = 2  $\frac{1}{2}$  hours per week.

**Collective Worship** = 2 x15 minute sessions per week plus a daily prayer session

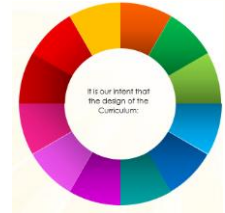
**PSHE** = x1 30-minute sessions per week and an additional termly respect/wholeness day

**IT** = x1 1-hour lesson per week.

PE = x1 1-hour lesson per week

Recognises the children's prior learning and builds on this during a lesson, over a unit of work and overtime.

**Intent Statement:**  
**Recognises the children's prior learning and builds on this during a lesson, over a unit of work and overtime.**



As Isaac Newton famously declared in 1675 "If I have seen further, it is by standing on the shoulders of Giants". Therefore, at St Charles, we believe that children accomplish and achieve so much more when they do not have to begin every time from scratch. If they build upon previously learnt knowledge and skills, they will have a firm foundation stone on which to further develop and soar. It is paramount for pupils at St Charles to have opportunities to revisit learning to consolidate and deepen their understanding and knowledge of concepts before they continue to explore new ideas and learning.

In order to ensure that pupils at St Charles' Academy leave 'secondary ready' it is important that the knowledge and skills taught are stored in their long-term memory. We strive therefore to ensure that our curriculum is continually revisited to support this. Each lesson revisits the previous meaning and pupils get regular opportunities to practice new learning, in line with Rosenshine's (2012) principles of effective instruction. This is also supported by continually revisiting the knowledge mat for the unit during the teaching sequence so that teachers can continually make judgments about gaps in knowledge as well as strengths in learning.

After a unit has finished, children are given an opportunity to respond to their learning through an open-ended project. This is something that the children complete at home to allow them opportunities to share their learning and skills with family members as well as further consolidate their understanding of the topic. Children can respond to these tasks in any style they choose, enabling pupils to further develop their own learning style as well as make curricular links.

EEF research and best practice tell us that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to obtain feedback at some distance from the original teaching input when assessing if learning is now secure. Consequently, assessment of topics is not completed immediately after a unit has finished but in the next half term. Pre and post unit mini quizzes linked back to the unit's Knowledge mat along with evidence in books and the open-ended tasks help teachers assess how much information has

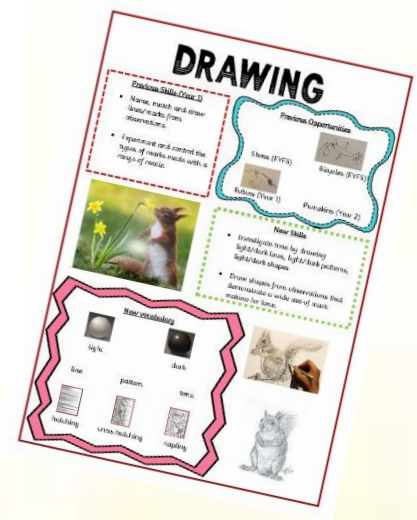
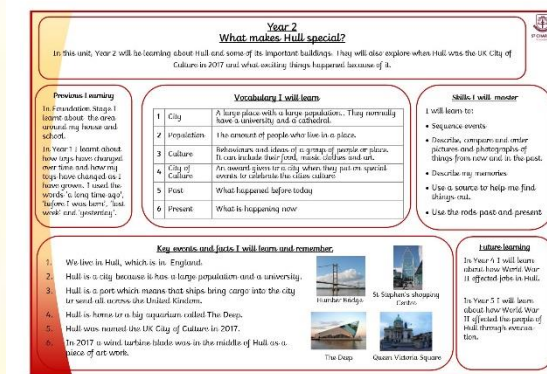
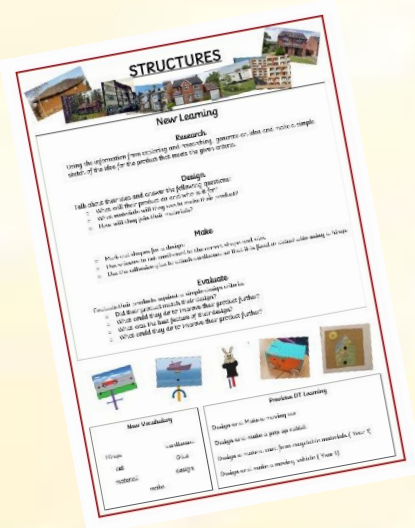


## St Charles' VC Academy Curriculum

been learnt and remembered by pupils. Low stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect and ensuring content is retained in for the long term, and not forgotten soon after the lesson or unit has ended.

In order to build on prior learning over a unit of work and overtime the KPIs are used for Reading, Writing and Maths. The progression in learning is set out in the school's Scheme of Work and long-Term Plans, which consists of the National Curriculum Objectives.

For other subjects the school has written its own progression in knowledge/skills documents. These then inform the knowledge mat, which is placed in the children's book for the child to review their prior, current and future learning at the start and end of the unit. The image below shows some examples of the layout and content of this organiser.



The knowledge mats contain the focus of the learning as well as an overview or context of the learning. It will also contain information about links to prior learning opportunities, knowledge and skills as well as future learning. The current learning's sticky knowledge and skills, along with key vocabulary will also be on the mat.

In subjects Art & DT, the knowledge organiser is also placed in the child's book but is presented slightly different but with a similar content.

For Music, PSHE & PE, as the children do not have individual books in these subjects, the knowledge organiser is placed in a class diary.

With regard to building on prior learning during a lesson, below are strategies for how teachers will design and deliver learning opportunities based on Rosenshine's previously mentioned Principles of Effective Instruction.

1. All lessons will follow the review, teach, practise, apply and recap approach to teaching & learning.
2. Each lesson will offer good teacher modelling with the use of good quality resources and examples of work.
3. Teacher talk will be minimal in the classroom and the environment will be set up to promote both a collaborative and independent approach to learning.
4. All lessons will focus on learning and progress with the learning focus being clear and in-line with national standards.
5. Teachers will not provide planning for lessons but they are expected to follow the long-term plans set out for each subject in the Curriculum.
6. Teachers will have good subject knowledge so that they are able to challenge learning through higher level questioning.

Within this, it clearly states that each lesson will begin with a review.

This means that teachers should:

- If the lesson is the first lesson within the unit, revisit what has been previously taught in other year groups via the knowledge mat.
- If the lesson is within a series of lessons, recap over what has been taught within the unit so far.

The review aspect of the lesson should take the form of:

- If the lesson is the first lesson within the unit, revisit previous learning through the use of 'retrieval practice' and 'this reminds me' tasks.
- If the lesson is within a series of lessons use 'retrieval practice' tasks at the beginning of the lesson and then recap at the end of the lessons what has been taught.
- If the lesson is the last lesson within the unit, summarise the learning of this unit through the use of 'retrieval practice' and 'this reminds me' tasks.

Therefore, if a visitor was to observe a lesson, they should see this beginning with a review and ending with a recap.

The benefit of 'retrieval practise' is one of the most robust findings in cognitive psychology (Roediger & Karpicke, 2006; Storm, Bjork & Storm, 2010) and therefore, each lesson starts with a 'retrieval practise' to encourage the children to retrieve knowledge from their memory before using their knowledge mat as guidance. Retrieval practise is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur (Agarwal, Roediger, McDaniel & McDermott 2018)

To further support the children in building upon prior learning, the History and Geography curriculum is designed as a two-year cycle. This provides the children with additional opportunities to revisit topics and themes of learning in order to build upon previously taught skills and knowledge.

## St Charles' VC Academy

### **Work Books**

Evidence is built up over the unit in the pupils work book and forms part of the evidence base when teachers make assessments about the pupil.

### **Exciting Outcomes**

During the units, children work towards an 'end point' which allows them to share their learning with their class as well as the school. These are sometimes collaborative projects which accumulate to a whole key stage outcome.

### **Open Ended Projects**

At the end of each unit, children are encouraged to share their learning with their family and complete an open-ended task. This allows the children to respond to their new learning in a way to suit their own learning style to help consolidate their knowledge and understanding of their new learning.

### **Enhancement**

Teachers plan a variety of opportunities for children to experience learning outside of the 4 walls of the classroom and in a creative way. They allow children to have new experiences, deepen their knowledge and enhance their learning through engaging, practical tasks.

### **Knowledge Mats**

The knowledge mats are the core of each unit. Over the course of the years, these knowledge organisers ensure that all pupils become 'culturally literate' (Hirsch, 1987) and have the opportunity to engage in 'powerful knowledge' (Young, 2008, 2013). A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the long term.

### **Mini Quizzes**

Pre unit mini quizzes are used to assess the children's prior knowledge of a unit in order to plan their next steps carefully. These are then revisited as part of the Post unit Mini quiz.

Post unit Mini quizzes take place after a unit, allowing the child sufficient time for knowledge to move from the short term to the long term.

They are a reflection of the Knowledge Mat content.

### **Retrieval Practice**

Retrieval practices happens every lesson. It is a pacy activity where children retrieve knowledge from their memory in order to strengthen their memory of the key information or fact. Children then have the opportunity to 'tick or fix' this in order for them to consolidate their learning or address misconceptions or errors.












## St Charles' VC Academy

### Lesson Elements for Foundation Subjects

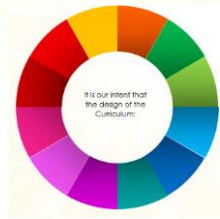
Bauersfeld (1979) discusses three 'levels' of curriculum: the intended, the implemented and the enacted. As well as setting out the intended curriculum through our long term plans and knowledge mats, and the implemented curriculum through our lesson plans and PowerPoints, we have also set out a number of 'lesson elements' which appear throughout each unit. Senior leaders will work along-side staff to train and coach them in each element, which include disciplinary skills as well as techniques aimed at enhancing long term retention of substantive knowledge.

Symbol	Strategy	Teacher should:	Pupil should:
	Retrieval Practice	<ul style="list-style-type: none"> <li>• Circulate the classroom as pupils complete questions.</li> <li>• Record/note common misconceptions.</li> <li>• Note pupils to celebrate for speedy recall.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions in silence.</li> <li>• Try and retrieve the answers from memory</li> <li>• Do not look back at notes or previous learning.</li> <li>• Self-mark or peer-mark at the end.</li> </ul>
	Find the answer.	<ul style="list-style-type: none"> <li>• Read the question aloud.</li> <li>• Ask pupils to independently revisit the text, image or data to find the answer.</li> <li>• Reveal answer and ensure pupils self-mark or correct/edit their answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should know this is a straightforward retrieval task, with the answer in text.</li> <li>• They should reread and search to find the answer or key information.</li> <li>• Self-mark or edit incorrect answers.</li> </ul>
	Tell The Story	<ul style="list-style-type: none"> <li>• The teacher should use narrative to reveal key events or processes.</li> <li>• This retelling should be performative, exciting, memorable and clearly sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and watch the teacher's story.</li> <li>• Volunteer to take part in the story as one of the characters.</li> <li>• Act out the story, repeating the key steps.</li> </ul>
	Partner Talk	<ul style="list-style-type: none"> <li>• Clearly state the question, problem or topic.</li> <li>• Scan to ensure all pupils actively engage in purposeful talk, with eye contact and turn taking.</li> <li>• Drop into conversations to correct/question/move on thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn and face your partner.</li> <li>• Repeat the question, problem or topic.</li> <li>• Review key information and vocabulary in the booklet.</li> <li>• Build on each other's responses</li> </ul>
	Analyse the Source	<ul style="list-style-type: none"> <li>• Display the source on the board. (geography – map/photos, History – evidence/diary/artefact)</li> <li>• Model looking closely/reading carefully</li> <li>• Think out loud to model making links with your own background knowledge and the booklet.</li> </ul>	<ul style="list-style-type: none"> <li>• Look closely at the source.</li> <li>• Annotate it if is helpful.</li> <li>• Link back to information in the booklet and in your own background knowledge</li> </ul>
	Disciplinary Thinking	<ul style="list-style-type: none"> <li>• Clearly read the question and give the pupils a set amount of time to independently answer.</li> <li>• Explain that pupils will need to justify their response with evidence/reasoning.</li> <li>• Circulate to spot misconceptions and address.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the question carefully.</li> <li>• Use background knowledge to write a full answer, justifying the response.</li> <li>• Be ready to share the answer you've written.</li> <li>• Edit and improve answer based on feedback.</li> </ul>
	This Reminds Me	<ul style="list-style-type: none"> <li>• Make explicit a link to a previous topic which shares a similar/contrasting theme, concept, person or event.</li> <li>• Ask pupils to make a link between this topic and something studied in a previous unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to make links from previous units and share these with the class.</li> <li>• Pupils should explain how previous learning links.</li> <li>• They should give reasons for why they think that there are similarities/differences between times.</li> </ul>

**Intent Statement:**

**Supports the children in remembering and recalling the long-term content of the curriculum.**

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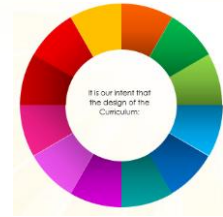


The school has several systems in place to help with the remembering and recalling the long-term content of the curriculum. These are:

- As previously mentioned, the use of a knowledge mat which will be used to remind the children of their prior learning in previous year groups as well as the current learning.
- Each lesson will begin with a review and end with a recap session.
- In the classroom for the subjects Maths, English and Science there will be a working wall which will display previous learning, current learning and future learning. For the subjects that do not have a working wall, it will be clear on the knowledge mat and easily accessible to children either in their own book or in a class book.
- Subject Leaders will once every half term, meet with a small group of children to ask them questions about the curriculum and feedback any gaps in knowledge and understanding that has come out of this question and answer session.






Promotes the skills of a good learner so that the children become resilient, empathetic, aspirational, contributing and happy learners.

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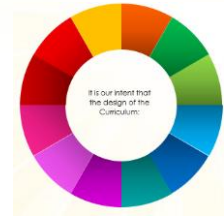
To promote the skills of a good learning the school has a marking system which is centred around the phrases 'tickled pink' and 'green for growth'. The children are aware that if they see green in their work, this is to help challenge them to learn more by learning from their mistakes or challenging their thinking.

We believe that our Core Values of Resilience, Empathy, Aspiration, Contribution and Happiness are not just vital for successful learning but are essential life skills.

<b><u>Resilience</u></b>		<b>Resilient Ruby</b> <ul style="list-style-type: none"> <li>Working hard and overcoming setbacks.</li> <li>Working over a longer period to reach a goal.</li> <li>Learning from our experiences.</li> <li>Keeping going.</li> </ul>
<b><u>Empathy</u></b>		<b>Empathy Ela</b> <ul style="list-style-type: none"> <li>When we show our peers that we care, that we understand how they feel and that we can help.</li> <li>Working together to a shared goal.</li> <li>Pooling resources so that we all benefit equally.</li> <li>Communicating.</li> </ul>
<b><u>Aspiration</u></b>		<b>Aspiration Arthur</b> <ul style="list-style-type: none"> <li>Presenting what we have learned or done.</li> <li>Explaining ourselves.</li> <li>Sharing our work with other within and outside our academy.</li> <li>Understanding the bigger picture.</li> <li>Leading</li> </ul>
<b><u>Contribution</u></b>		<b>Contribution Connoh</b> <ul style="list-style-type: none"> <li>Playing our part</li> <li>Doing the right thing, even when no-one is looking.</li> <li>Being part of a team</li> <li>Supporting others</li> <li>Trying our best</li> <li>Leading a team</li> </ul>
<b><u>Happiness</u></b>		<b>Happiness Hakim</b> <ul style="list-style-type: none"> <li>Sharing our thoughts with others</li> <li>Showing that we enjoy what we do</li> <li>Rewarding each other</li> <li>Having personal goals</li> <li>Reaching a target</li> <li>Improving and getting better at something – making progress.</li> </ul>

Encourages the children  
to have a positive  
attitude to learning.

**Intent Statement:**  
**Encourages the children to  
have a positive attitude to learning.**



As a school, we take great pride in the effort that we take to celebrate the children's work and promote a good attitude to learning.

In the school's Behaviour Policy, there are many rewards identified that the school actively uses to encourage and promote a good attitude to learning. These are as follows:

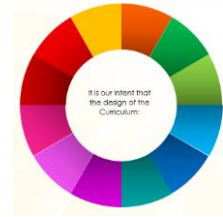
- Stickers
- Verbal Praise
- Core Value awards
- Recognition boards
- Postcards Home
- House Points
- Shout outs on Twitter and Facebook
- Golden Readers
- Weekly reader award

The 'Green for Growth' is also successful in promoting a positive attitude to correcting mistakes and being challenged.

Each week, one child in each class is rewarded with a core value certificate. This is awarded for a child showing one these our core values, which we believe are important skills of being a good learner and member of society.

Teaches the children about the modern world and how to be good citizen within this.

**Intent Statement:**  
Teaches the children about the modern world and how to be good citizen within this.



As a school, we have 5 school Core values which we weave through all we do.

Each half term, the school explores the meaning of one or two of these values and talk about the importance of them in.

In addition, the children learn about the Fundamental British Values and each year engage in several themed days to learn specifically about these values as well as linking them during the weekly Picture News and their everyday behaviour and actions in both school and the community. The British Values are also explored further in subjects such as PSHE and History.

The weekly Picture News is successful in teaching the children about what is happening in the world and will often lead to detailed discussions and debates about this.

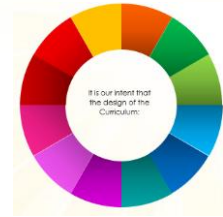
The school celebrates the children displaying acts of kindness in the community. This includes any charity work that they carry out and community projects. Through-out the year, the school also carries out at several charity or community projects which are often led by the children's suggestions through the school council or Mini Vinnies.

Pupil leadership roles are developed through such roles as the Eco Warriors, Mini Vinnies, buddies and anti-bullying ambassadors also contribute to the teaching of the modern world and some of the key issues present within this.



Supports the children's journey in faith through keeping Christ at the Centre of all we do.

**Intent Statement:**  
**Supports the children's journey in faith through keeping Christ at the Centre of all we do.**



Alongside the school's core values, St Charles' also teaches and promotes the school's mission statement which is at the core of all we do, including the children's spiritual development – We really do keep Christ at the Centre of all we do.

Within the timetable there is a Worship each day for children to explore our mission and reflect on what it means to them in their life. There are also regular opportunities to explore this further during RE and PSHE Lessons as well as through prayer days and special whole school events.

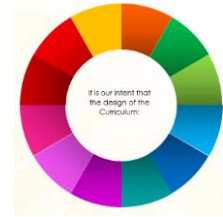
In each classroom and communal areas, there are sacred spaces which the children can use to be with God or reflect on their relationship with God. Each class also have a prayer book, where children can voluntarily place their prayers and thoughts for them to be explored further. During the year, we take part in liturgies and masses to celebrate significant events in the church's year and welcome are always keen to welcome the families of our children to celebrate with us along with parishioners from the local parish of St Charles Borromeo.

The teaching within both RE lessons and Worship sessions provides the children with opportunities to not only think about and respond to questions, but also ask their own questions and wonder.

The school works closely with the local parish as well as the other school with the Trust and Diocese of Middlesbrough. Through this work, we support a range of local, national and international charities which help us to follow the example of Jesus and truly live out our mission of 'Love, Learn' and Share' in the world around us. We

Provides first hand learning experiences to inspire and engage the children in new learning and encourage them to try new things.

**Intent Statement:**  
**Provides first hand learning experiences to inspire and engage the children in new learning and encourage them to try new things.**



The school recognises that not all the children have the same experiences in life and therefore may be at a disadvantage with regard to using this experience to support them with their learning.

As a result of this, the school is committed to providing curriculum enhancement opportunities throughout their time at St Charles which not only support their education, but personal development as well, such as: visit a castle or museum, stay overnight etc. When mapping out the long-term plan for the Curriculum these experiences have been considered with regards to the school trips that are offered each year.

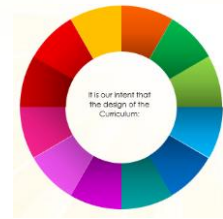
In addition, the school is a member of Hull Active Schools which offers sporting experiences and competition throughout the year to different year groups. This presents the children with opportunities to not only participate in a possible new sport but also gain the experience of competing against others.

As a Catholic school, the children have regular opportunities to visit the school's church and experience being in a church building and meeting members of the Church parish.

The school's mission of 'Love, Learn and Share' also promotes this concept of embracing the world that God has given to us and enjoying life and new experiences.

*Celebrates the uniqueness  
in every learner and  
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**Intent Statement:**  
***Celebrates the uniqueness in every learner and  
welcome both their personal and academic  
achievements in all subjects.***



The school promotes the uniqueness of every pupil in a number of different ways.

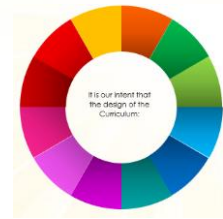
The school vision for every child to reach their potential also indicates that all children are different but can achieve in their own way.

Within the PSHE Curriculum there are many teaching sessions which look at the importance of children being individuals and respecting each other and all of their strengths and contributions. This is re-enforced every year during anti-bullying week and our Respect days.

**Intent Statement:**

**Strives to ensure that all learners reach their potential in all subjects.**

Strives to ensure that all learners reach their potential in all subjects.



To ensure that the children reach their full potential in all areas of school life, for every subject there is an assessment process which is identified in each Subject Policy. This takes the form of either a formal assessment at the end of the unit or teacher led assessment linked to the learning objectives for that unit.

We use a number of formal assessments to check pupils learning and support teacher planning. These assessments are designed to complement the formative assessment that takes place in every classroom, every lesson. These formative assessments may include quizzes, mini whiteboards, traffic lights, targeted questioning, evaluative tasks.

Target setting for the following academic year takes place in July as part of hand over, staff share progress that pupils have made and use knowledge of what level they are and set targets with new class for SLT to review before the start of the new year.

EEF research and best practice tell us that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to obtain feedback at some distance from the original teaching input when assessing if learning is now secure. Consequently, assessment of topics is not completed immediately after a unit has finished.

For Reading Writing and Maths, detailed assessment procedures can be found in the Trust assessment policy.

In science, history and geography, pre and post unit mini quizzes linked back to the unit's Knowledge mat along with evidence in books and the open-ended tasks help teachers assess how much information has been learnt and remembered by pupils. Low stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect and ensuring content is retained in for the long term, and not forgotten soon after the lesson or unit has ended.

Results from these assessments are analysed and looked at by the subject co-ordinator and challenged if results are below the expected requirement. Individual pupils and groups of pupils are also discussed in a pupil progress meeting each half term. Where necessary, intervention is implemented for children on an individual or group basis. Re-teaching of objectives on a class basis may also be undertaken or a change of timetable to accommodate the class needs.

The process outlined above therefore ensures that the children are continually being encourage and challenged to meet their potential.



**Intent Statement:**

**Ensures that all learners are given the cultural capital they need to succeed in life beyond St Charles'.**

Ensures that all learners are given the cultural capital they need to succeed in life beyond St Charles'



The school defines cultural capital as the accumulation of knowledge, behaviours and skills that they can draw upon to be successful in society and the world of work.

To do this, the school will:

- Work hard so that the majority of children leave school with a standard/secure level in Reading, Writing & Maths, which will support them with their future studies.
- Ensure that the Computing Curriculum offers them the appropriate content to prepare the children for the modern world of technology that we live in today.
- Offer regular opportunities for children to engage with real-life problem-solving work in subjects such as Maths & DT.
- Provide opportunities during lessons for the children to work both individually and collaboratively so that they develop teamwork and leadership skills, which will serve them well in the modern world.
- Ensure that the subjects PSHE, PE and Science teaches the children about their body and changes that occur to their body as they grow, how to be healthy and how to manage their emotions etc.
- Guarantee that the child protection programme (taught through PSHE, RSE and themed days and weeks) ensures that the children are aware of how to stay safe in different situations i.e. personal space, peer pressure, anti-bullying etc.
- Offer additional intervention to pupils requiring emotional support such as anger management, building self-esteem, counselling so that they have the individual skills to manage this independently when not in school.
- Ensure that the school's behaviour policy teaches the children about boundaries and making the right choices. Also, consequences for wrong choices.
- Promote good punctuality & attendance so that the importance of time keeping and reliability is instilled within them.
- Ensure that the Fundamental British Values and the RE curriculum teaches children about the importance of respecting other faiths and cultures within modern society.
- Provide the children with guidance via the school's uniform policy about appropriate dress in different situations.
- Teach the children about being a good role model and allow them to experience being in a position of responsibility by offering leadership roles such as being a member of the buddy scheme, a lunchtime assistant or a librarian etc

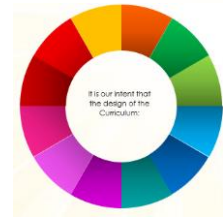
## St Charles' VC Academy Curriculum



- Raise aspirations by celebrating success, introducing the children to positive role models and people in society and educating them on different job roles in society and qualifications/skills required for these roles.
- Provide the children with effective transition programmes for Reception and Year 6 and transition each year to their new year group so that they learn the necessary skills to adapt to change and movement within their life journey.
- Allow children to become more independent and gain experience of living away from home by offering some residential trips during their time at school.
- Providing opportunities for children to experience different cultures through Curriculum enrichment opportunities through themed days and lesson as well as visit and visitors.

Supports the children's personal development including their mental health and well-being.

**Intent Statement:**  
**Supports the children's personal development including their mental health and well-being.**



To support the children's personal develop, we have a carefully sequence PSHE and RSE curriculum which is supported by the Jigsaw and Life to the Full resources. These lessons take place weekly and support the children through a variety of whole class, small group and individual activities to explore a wealth of topics to support their holistic development.

To support mental health, each year the school holds a mental health week which teaches the children how to have a happy and healthy mind. This is then re-visited through-out the year when required through themed days such as well-being Wednesday and no pen or screen days. The school are also credited members of the National Online Safety Association and regularly promote strategies for positive mental health online for not only children but for parents and carers as well.

The school also runs several individual and small group intervention sessions to support children with their mental health and well-being on a deeper level. These are as follows:

- The school employs a family support worker who offers coaching and mentoring to identified individuals that may need additional support.
- The school has staff trained in ELSA to support children's emotional literacy
- The school work closely with CAHMS and other outside agencies so that children with individual needs receive the correct level of support. This is also used to support families were needed.

### Impact

The intended impact of the school Curriculum is for the school to fulfil its vision and school motto which are:

'To share, learn and love to their fullest potential'

and

that all children will demonstrate the school's core values of Resilience, Empath, Aspiration, Contribution and Happiness in all they do.

This will be critical in supporting the children of St Charles' to develop in all areas of their development so that they become a respectful, responsible and successful citizen in society.

