

‘Living and Learning in the Light of Christ’



Mary Immaculate Catholic Primary School

Curriculum for Wales Summary

Our Mission Statement



‘Living and Learning in the Light of Christ’

‘Byw a Dysgu yng Ngoleuni Crist’

Our Vision



“Mary Immaculate is a Catholic school in which each individual grows and thrives whilst living and learning in the light of Christ. We encourage our pupils to be themselves and develop a love of learning and a sense of belonging within a safe, happy and caring environment. In partnership with parents and the whole community, our purpose is to successfully provide a high standard of education, giving the maximum opportunity to realise each individual’s potential and God-given talents.

Within an ever-changing world, we aim to empower our pupils and ensure they are emotionally equipped to apply their learning and skills and become life-long learners.

Pupil leadership drives inclusivity and inspires our learners to speak up for the good of our school, community and beyond.”

Our Catholic Virtues

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

Our aims for all

- Improve skills
- Raise aspirations
- Remove barriers to learning
- Secure learner progression
- Provide equity
- Developing empathy
- To become emotionally equipped
- Independent learners
- To know and understand their rights



Our Inclusive Curriculum



At Mary Immaculate, we have designed a broad and balanced curriculum which will provide our pupils with the skills, knowledge and experiences to become:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world
- Healthy and confident individuals who are ready to lead fulfilling lives as valued members for society

From the beginning of their learning journey, the early years will provide a platform of schema based on initial experiences that will be developed through years one to six, in a spiral curriculum that has flexibility for both teacher autonomy and exploration of current affairs. Within an ever-changing world, our aim is to empower our pupils to become independent in leading their own learning and use their God-given talents for the greater good of our school and wider community.



Our Inclusive Curriculum



In all that we do, we endeavour to support our pupils to become emotionally equipped, allowing them to apply their learning and skills to become life-long learners. Our aim is to provide every pupil with the knowledge, skills and experiences needed to flourish and succeed in a developing world, who are ready for employment, life-long learning, and active citizenship.

Our school curriculum focuses on the importance of meaningful learning which begins with an enquiry question that requires critical thinking, thus focusing on, not only what we teach, but how and why we teach it. The twelve pedagogical principles drive our teaching to provide a range of authentic contexts for learning, blended approaches and creativity to promote innovative experiences which encourage learners to take increasing responsibility for their own learning.



Our Inclusive Curriculum



Based on a three-year cycle of planning, teachers can provide a schema based on knowledge, skills, and experience. Each topic has been mapped out with careful consideration to relevant coverage of the six areas of learning. The purpose of the three-year cycle allows knowledge, skills and experiences to be consolidated and built upon to ensure natural progression with the learners and Christ at the centre.

When the cycle repeats itself, it enables practitioners working within progression steps to work collaboratively to bridge gaps within progression and build upon previous experiences, thus promoting our school as a developing learning organisation.

Each topic has been carefully selected with consideration to UNCRC Rights of the child, Catholic Social Teachings, and Global Goals.



Aligning the Catholic Pupil Profile Virtues and the Four Purposes of the Curriculum for Wales

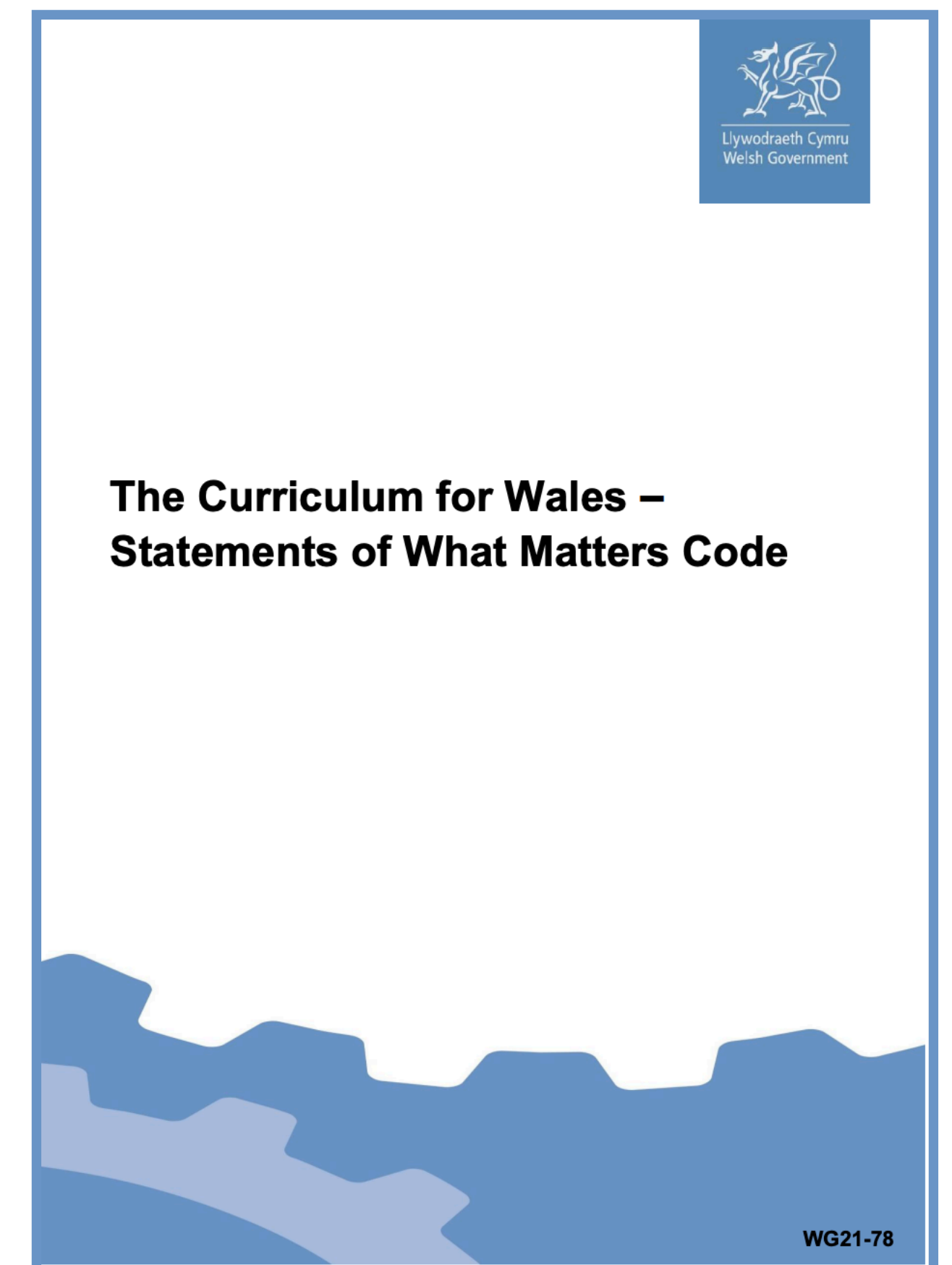


The Four Purposes	Catholic Education – The Virtues
Ambitious, capable learners	<p>Learned, finding God in all things; and wise in the way they use their learning for the common good.</p> <p>Curious about everything; and active in their engagement with the world, changing whatever they can for the better.</p>
Enterprising, creative contributors	<p>Grateful for their own gifts, for the gifts of other people, and for the blessings of each day; and generous with their gifts, now and in the future.</p>
Ethical, informed citizens	<p>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.</p> <p>Eloquent and truthful in what they say of themselves, the relations between people, and the world.</p>
Healthy, confident individuals	<p>Faith filled in their beliefs and hopeful for the future.</p> <p>Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.</p> <p>Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.</p>

The Statements of What Matters



Our curriculum will provide opportunities and experiences to develop the key concepts, knowledge and skills as described in the statements of what matters and in line with the Statements of What Matters Code



The Statements of What Matters



Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

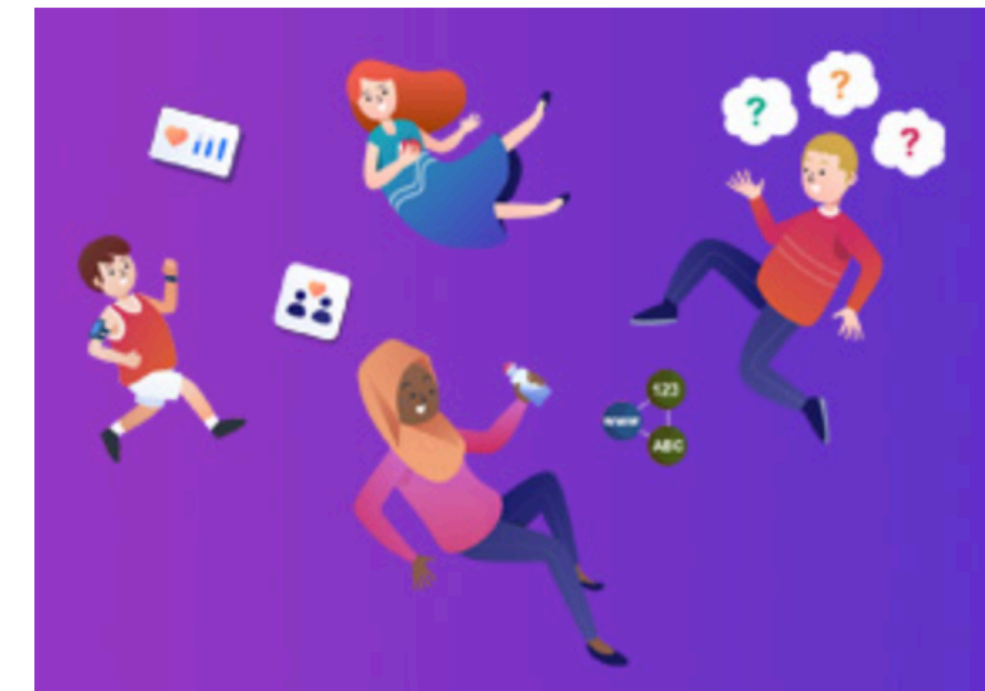
Areas of Learning and Experience



Our curriculum will provide learning experiences through the six areas of learning and experience:



Expressive Arts



Health and Well-being



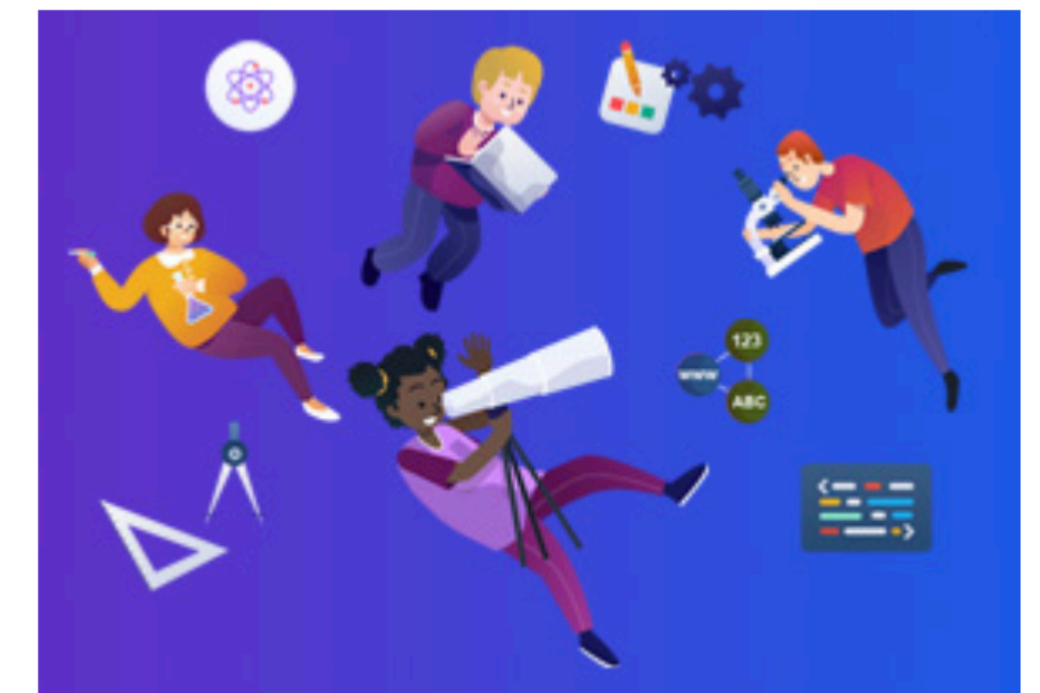
Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

Pedagogical Principles



“Pedagogy is at the heart of curriculum. In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the **four purposes**. Schools should seek to develop a strong vision of learning and teaching which considers the ‘why’ and ‘how’ as well as the ‘what’. This vision will recognise the integral role of the learning environment in supporting effective learning.

Schools should ensure that practitioners have a deep and thorough understanding of the pedagogical principles and the research on which they are based. Effective pedagogy relies on an in-depth understanding of child and adolescent development. It involves exploring and reflecting on which teaching strategies will best support learning in a given context, and inquiring about the impact of this on learners.

Curriculum design for learners of all ages and abilities should be underpinned by pedagogical principles. These reflect well-documented evidence about effective pedagogy.”

Curriculum design for all learners is underpinned by twelve pedagogical principles:

Create authentic contexts for learning

Supports social and emotional development and positive relationships

Encourage learners to take responsibility for their own learning

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experiences to engage interest

Focus on the Four Purposes

Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experiences

Reinforce cross curricular responsibilities, Literacy, Numeracy and Digital Competence

Learning, Progression and Assessment



Our curriculum will support learning through designing learning opportunities that draw upon the [pedagogical principles](#).

Our curriculum, supported by effective teaching and learning enables learners to make meaningful progress. Over time our learners will develop and improve their skills and knowledge. Our curriculum focuses on understanding what it means to make progress in each Area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions and is informed by the [Progression Code](#). This in turn supports our approach to [assessment](#), the purpose of which is to inform planning for future learning. Assessment will be embedded as an intrinsic part of learning and teaching. [All learners will be assessed](#) on entry to the school.

Welsh, English and Modern Foreign Language



The Languages, Literacy and Communication Area of Learning and Experience (AoLE) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh and English. We will continue to develop our pupils' Welsh Language skills ensuring that they can communicate orally with confidence and accuracy as well as introduce them to a modern foreign language.

Cross-Curricular Skills



Our curriculum will develop [the mandatory cross-curricular skills](#) of literacy, numeracy and digital competence. Our curriculum will enable learners to develop competence and capability in these skills and to extend and apply them across all areas.

Learners will be given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

UNCRC / UNCPRD

Our school will promote knowledge and understanding of Part 1 of the United Nations Convention of the Rights of the Child (UNCRC), and of the United Nations Convention on the Rights of Persons with Disabilities (UNCPRD), among those who provide teaching and learning.

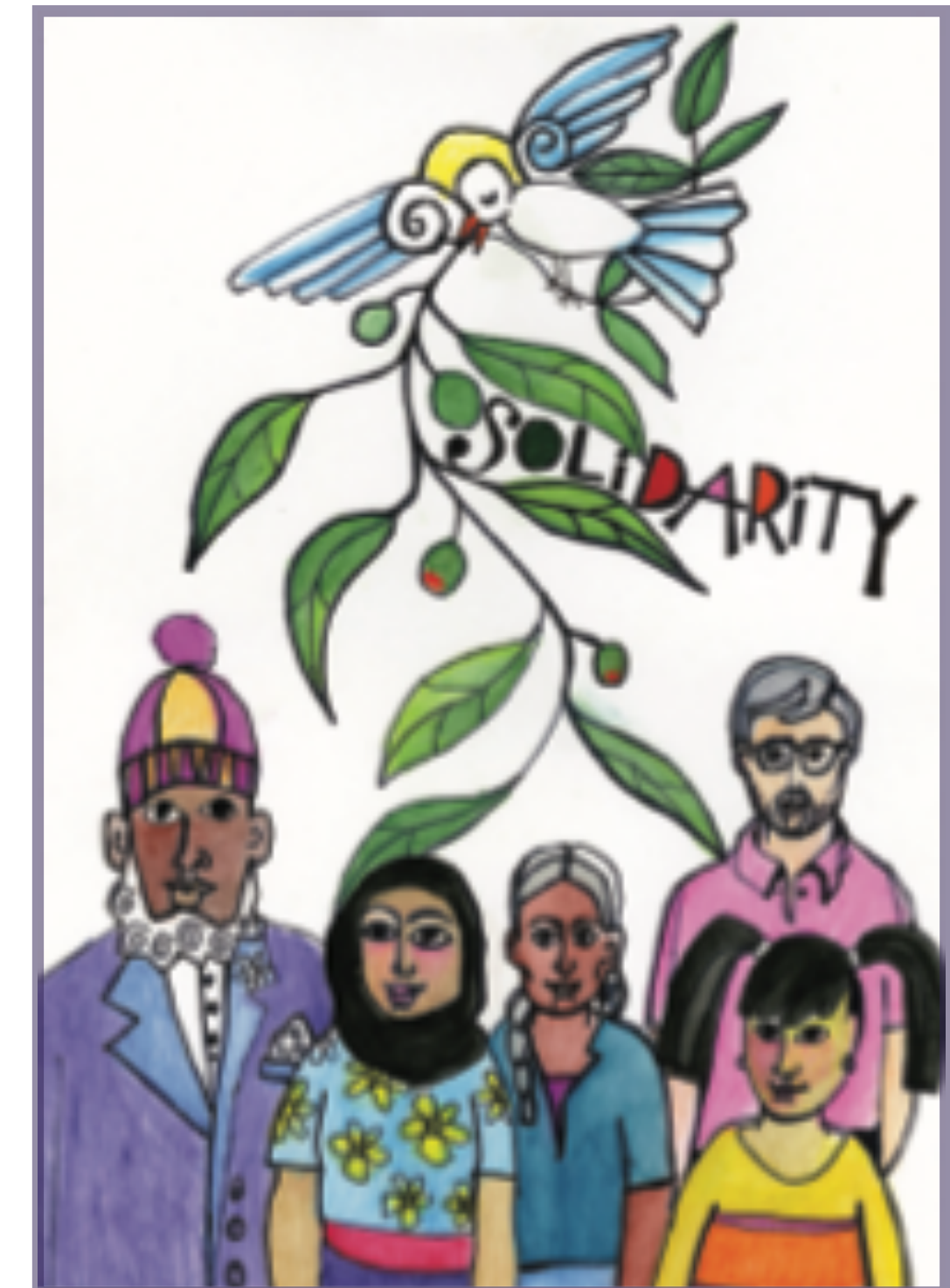


Catholic Social Teaching (CST)



The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Below are seven key themes that are at the heart of our Catholic social tradition.

- Life and dignity of the human person
- Call to family, community and participation
- Rights and responsibilities
- Option for the poor and vulnerable
- The dignity of work and the rights of workers
- Solidarity
- Care for God's creation



Relationships and Sexuality Education (RSE)



Our school curriculum embraces the guidance in the RSE code.

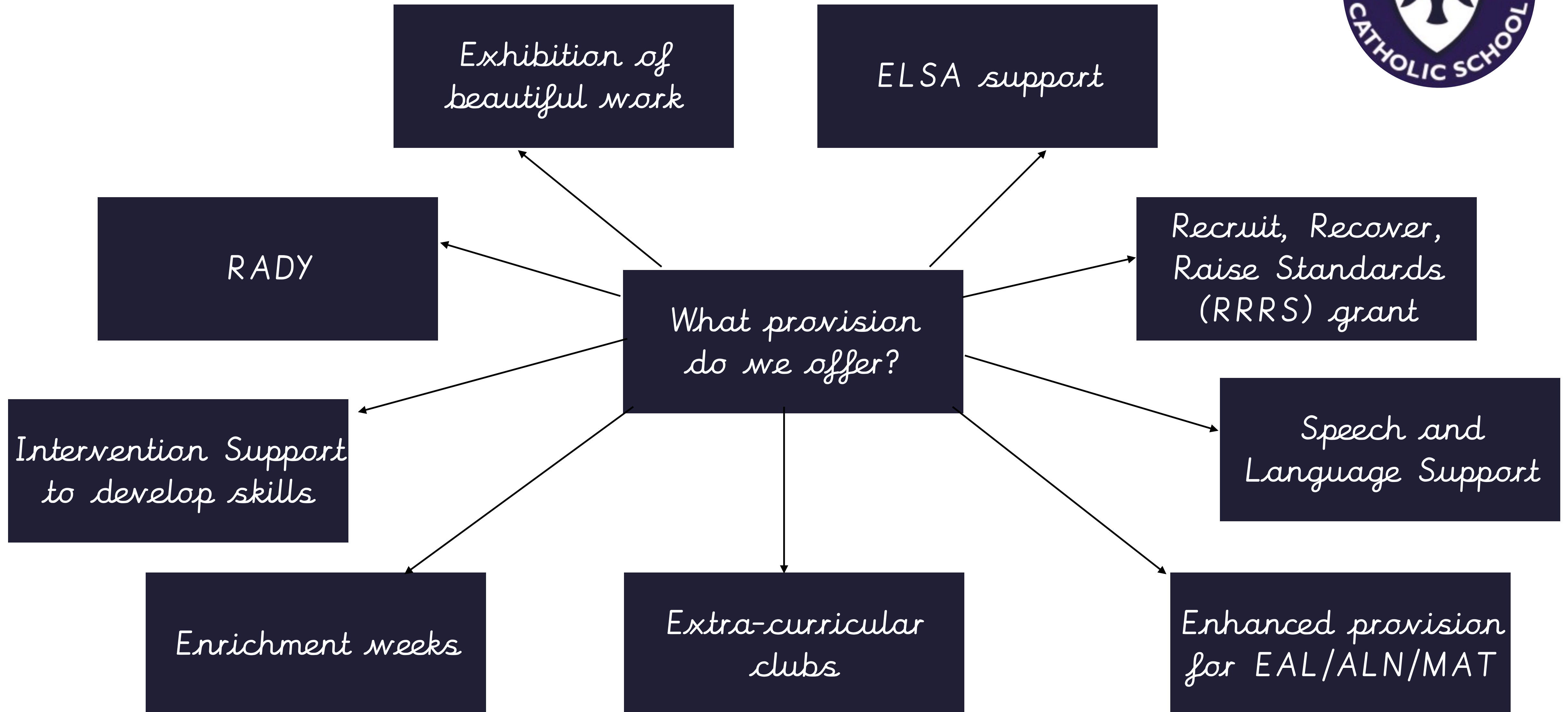
Our RSE provision will have a positive and empowering role in our learners' education and will play a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional wellbeing, resilience and empathy. We will also follow the diocesan recommended scheme – Life to the Full.

Religions, Values and Ethics (RVE)



Religions, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales. As a Catholic School where Religious Education is a core subject, we will deliver the Religious Education Curriculum Directory (RECD) in accordance with the requirements of our Trust Deed. The syllabus taught will pay regard to the local authority Agreed Syllabus.

Enhancing our provision



Pupil Voice - Y Senedd

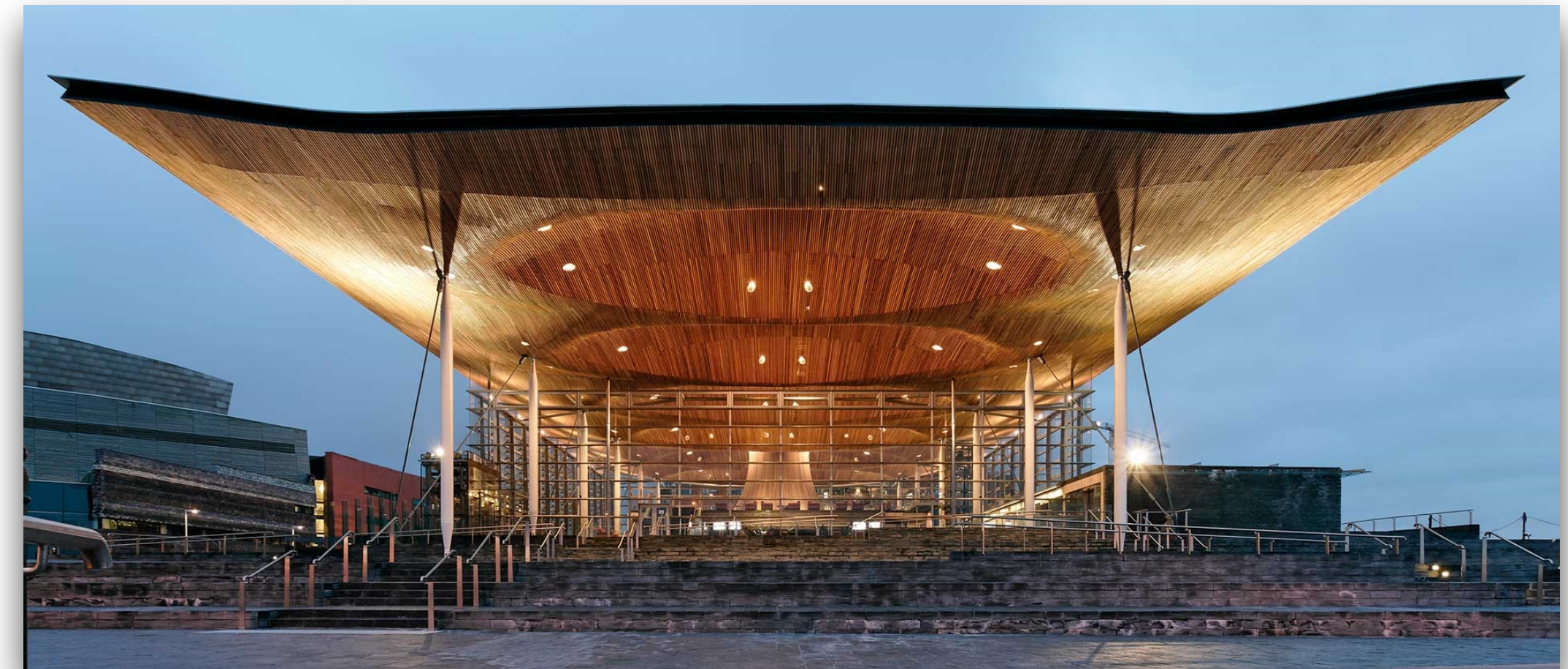


Pupil voice will continue to be a strong feature as pupils provide ideas confidently in order to inform and develop provision. The wide range of rich learning experiences, which derive from our pupils' ideas and are based on exciting themes, will provide our learners with opportunities to make good progress in their skills development.

Every pupil in Y2 - Y6, all support staff and teachers are part of a department of our Senedd.

There are eight departments in total at present, however this is under review.

Each department meets every half-term to discuss ways forward for their area and plan engaging activities for all.



Health and Wellbeing



The Health and Well-being AoLE plays a pivotal role in our curriculum now more than ever following the impact of Covid-19. At Mary Immaculate, our aim is to support every child so that they grow up to feel loved, safe, and respected and can realise their full potential. In our setting we refer to the eight indicators of well-being which supports the notion that every young person should be:

- Safe - Healthy - Achieving - Nurtured - Active - Respected - Responsible - Included

We achieve this through providing ELSA (Emotional Support Literacy) to pupils who need it, delivering a range of sporting opportunities within school and the wider community, for our learners to experience etc.

Our pupils are provided with many opportunities to attend sporting fixtures and are encouraged to be involved in events both locally and county wide. Achievements and participation in these events are always celebrated with the whole school. We ensure our pupils feel respected, responsible and included by having their voices heard. Our children have regular opportunities to share their ideas and opinions to better our school in their department meetings. They are then responsible for taking an active role to make their ideas and plans become reality.

Healthy Schools



At Mary Immaculate, we encourage our pupils to become healthy and confident individuals who are ready to lead fulfilling lives as valued members of society. We maintain our NQA Healthy Schools Award where we have been recognised for meeting many standards that address online safety, health and fitness, mental and emotional health, living sustainably and healthy eating. The aspects are referred to regularly throughout our school life through lessons, discussions, pupil leadership and community links. Children are aware of how all these attributes can be demonstrated by themselves in order to protect and improve God's world.



Additional Learning Needs (ALN)



At Mary Immaculate Catholic Primary School, we aim to maximise the entitlement of all pupils with additional learning needs (ALN). Pupils with ALN have a right to access a broad, balanced and relevant education and all staff are committed to a shared responsibility for the development of appropriate strategies and systems of support in the delivery of provision made for these pupils. If parents or teachers feel that their child has additional learning needs, meetings will be arranged to discuss those needs and to decide on the necessary course of action. This may involve using the expertise of outside agencies e.g. the Local Authority's Inclusion service/Behaviour Support Service.

We are currently in a transition process, transferring over from the old SEN Code to the new Additional Learning Needs Code for Wales 2021. Please ask school if you would like further details on the provision that we provide to our learners with ALN. Further information about the Act can be found on the following link from Pembrokeshire County Council

<https://www.pembrokeshire.gov.uk/inclusion-service-and-sen>

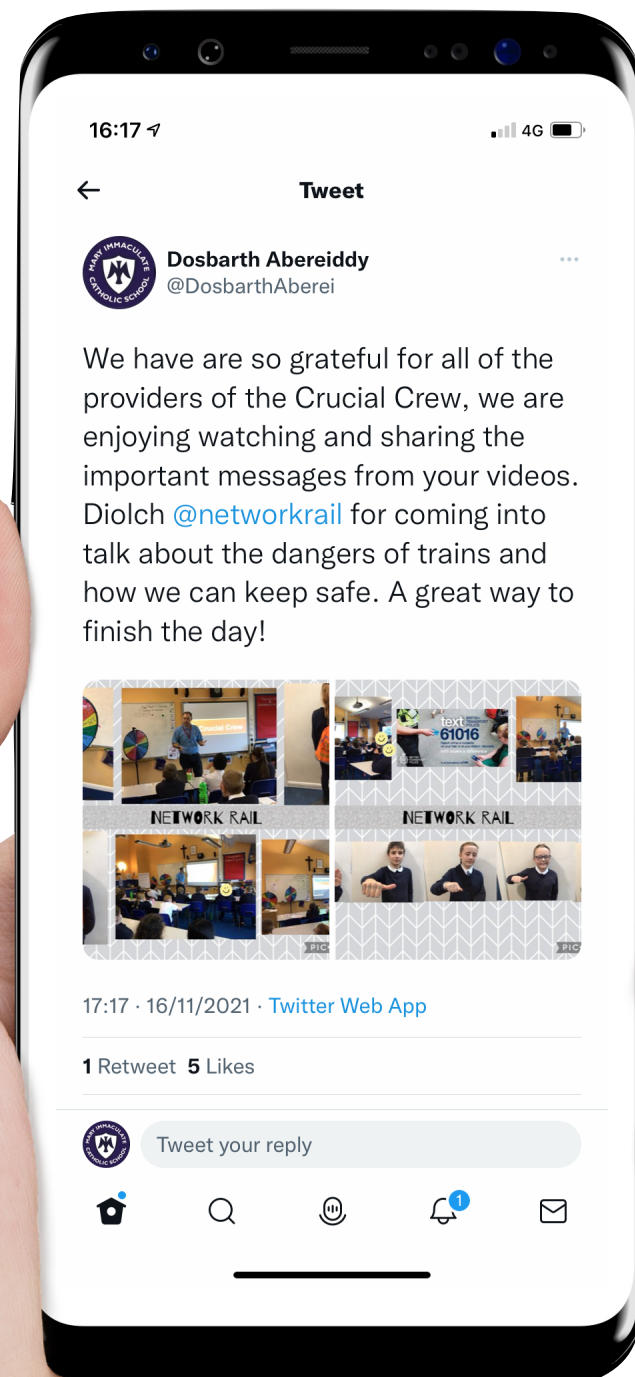
Keeping Safe



Multiple 'check in' slots each day

Online safety - being SMART

ELSA drop in sessions



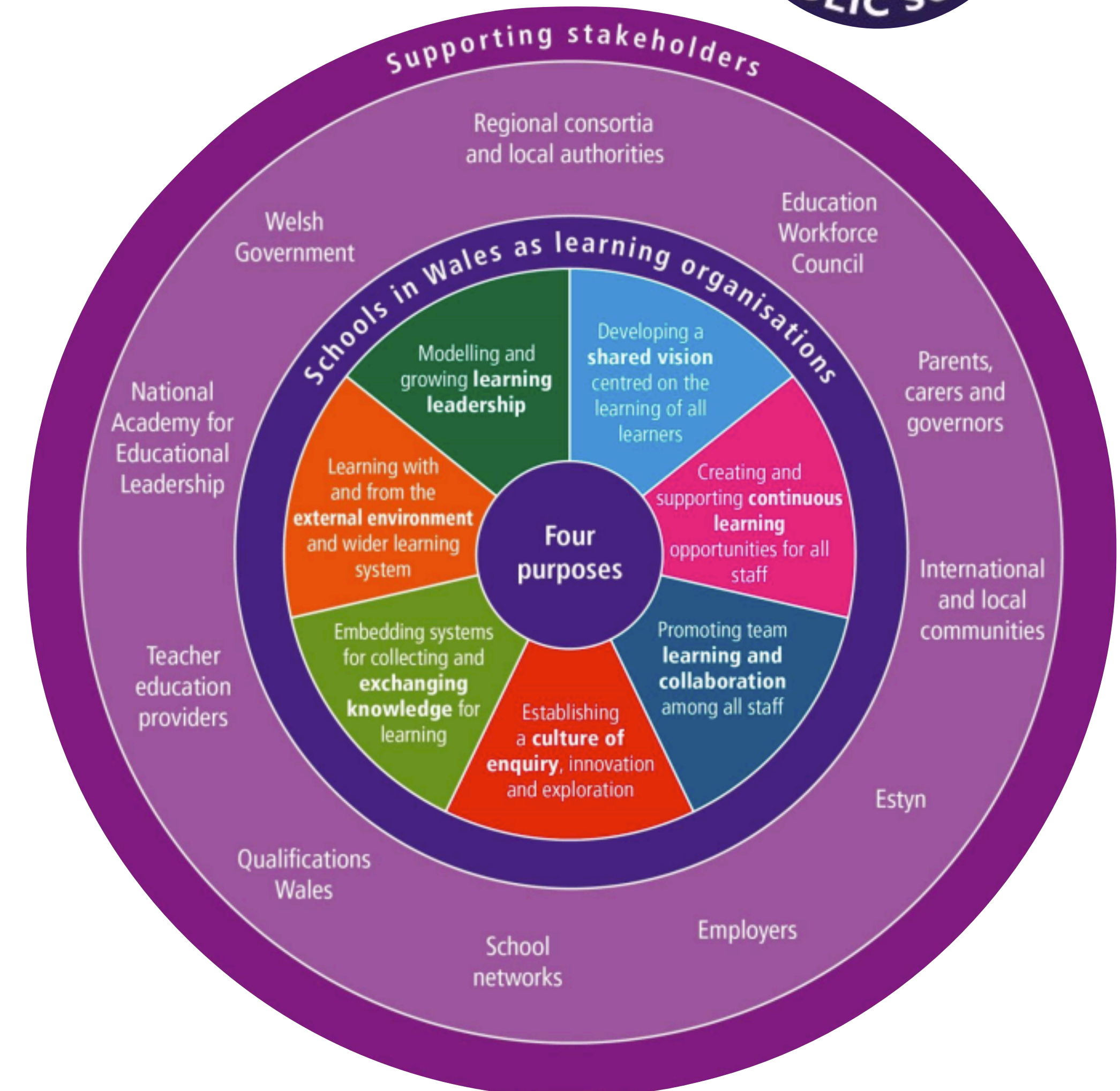
	
Designated Child Protection Officer – Miss Mansfield	Deputy Designated Child Protection Officer – Mrs Tweedie
	
Senior member of staff trained to support safeguarding in school – Mrs Sims	Senior member of staff trained to support safeguarding in school – Mrs Joseph
Designated Safeguarding Governor – Gustavo Vas Falcao	



Schools as Learning Organisations



“Wales considers the development of schools as learning organisations (SLOs) a key means for realising the new curriculum. A SLO has the capacity to change and adapt routinely to new environments and circumstances as its members, individually and together, learn their way to realising their vision.”



Review and Refinement



Our school curriculum will be kept under review in order to respond to the outputs of professional inquiry, the changing needs of learners and social contexts and needs. The reviews will take into account the views of stakeholders and will be signed off by the Governing Body. We will publish a summary of our curriculum and revise the summary if changes to the curriculum are made during the review process.