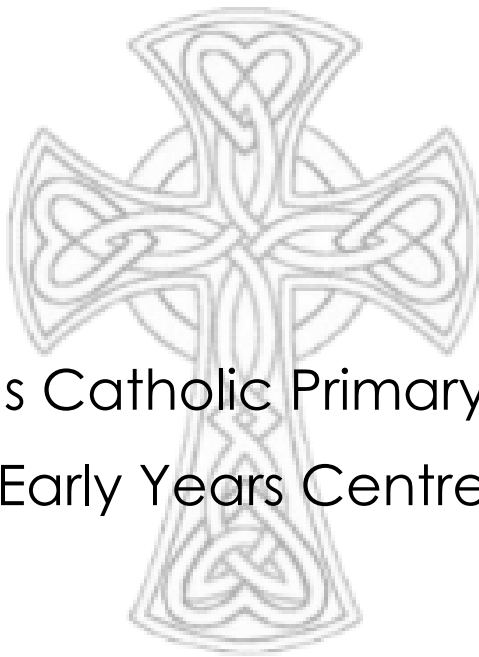


# St. Finbar's Catholic Primary School



St. Finbar's Catholic Primary School  
& Early Years Centre

## **Curriculum Statement Overview**

2026 - 2028

## Our Mission Statement

*In God's love we learn and grow together*

Founded upon Catholic principles of; dignity, solidarity,  
the common good and peace,  
we aim to inspire and celebrate each child's spiritual,  
intellectual, emotional,  
physical and creative growth.

In our safe and caring environment, we share strong,  
positive relationships with each other as well as the local  
community. Learning about each other's lives locally  
and the wider world teaches us the value and unique  
talents of everyone.

We will achieve our goals by enhancing pupils' self-  
esteem, their self-respect, respect for others  
and for all of God's creation.



We will learn and grow together



*In God's love we learn and grow together*

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## CHANGE LOG

Date	Page number	Description of change(s)	Person responsible

## 1. School context

At St. Finbar's Catholic Primary School, our curriculum is rooted in our Catholic mission and guided by the teachings of Jesus Christ.

Our school serves a community with high levels of social and economic deprivation, with a significant proportion of pupils entering school with:

- Low-levels of cultural capital and associated vocabulary
- Delayed speech, language and communication
- Special Educational Needs and Disabilities (SEND)
- English as an Additional Language (EAL)
- High mobility

Many children start school below age-related expectations, particularly in communication, early literacy, numeracy and personal development. Our curriculum is therefore carefully designed to close gaps, raise aspirations and enable all pupils to flourish, underpinned by our Catholic ethos, which places the dignity of every child at its heart.

## 2. What does education look like in our school?

The National Curriculum sets out what children should be taught in schools across England and Wales, and we organise our provision in a way that enables every child to flourish academically, spiritually, morally, socially and culturally. Children in Nursery and Reception follow the Early Years Foundation Stage programmes of learning. Additionally, all children participate in a daily act of collective worship, as required under the Education Act (1998), helping them grow in faith, prayer and reflection.

The teaching of Religious Education (RE) is statutory in all schools in England and Wales but does not form part of the National Curriculum. As a Catholic school under the trusteeship of the Archdiocese of Liverpool, RE is taught in accordance with the Catholic Education Service. From September 2025, all year groups will use the *To Know You More Clearly* directory, with Year 6 being the final cohort to follow *Come and See*.

All children are invited to take part in the daily **Celebration of the Word (CoW)**. Parents and carers have the legal right to withdraw their child, but we strongly encourage participation so that pupils can deepen their relationship with God and learn to live out the Gospel values.

We value and promote lifelong learning grounded in the belief that every child is made in the image and likeness of God. We recognise that we are all learners - little or big - and that striving for excellence reflects our call to use our God-given gifts to their fullest.

## 3. Curriculum Intent: What do we want our curriculum to achieve for our little learners?

Our curriculum is rooted in our mission to educate the whole child; academically, spiritually, morally and socially.

We intend to:

- Provide an ambitious, knowledge-rich curriculum that gives all pupils access to powerful knowledge
- Remove barriers to learning caused by disadvantage, SEND and EAL
- Build strong language, literacy and oracy as foundations for all learning

- Explicitly develop pupils' cultural capital, broadening their experiences beyond their immediate environment
- Prepare pupils to become confident, compassionate and resilient learners, ready for the next stage of education and life in modern Britain

From EYFS to Year 6, our curriculum is coherently sequenced, ensuring that knowledge and skills build progressively and that learning is not left to chance.

#### **4. Curriculum Implementation: How do we organise learning for our little learners?**

The curriculum is implemented through high-quality teaching, clear progression and strong inclusion, ensuring that all pupils can access the full curriculum.

At St. Finbar's Catholic Primary School, learning is structured across three phases:

- **EYFS** (3–5 years)
- **KS1** (5–7 years)
- **KS2** (7–11 years)

Our curriculum is designed to broaden horizons, deepen understanding and help pupils encounter the beauty of God's world. The resources we use reflect our commitment to high standards, creativity and spiritual development.

All of our children are taught in single-age cohorts, with no mixing of year-groups.

##### **Early Years Foundation Stage (EYFS)**

In EYFS, the curriculum places a strong emphasis on:

- Communication and Language, recognising it as the gateway to all future learning
- Personal, Social and Emotional Development, supporting children to become confident, curious learners
- High-quality adult interaction, storytelling and structured play
- Early identification of SEND and targeted support
- Consistent routines that support pupils with limited prior experiences of formal education

The EYFS curriculum is carefully aligned with KS1 to ensure a smooth transition and strong foundations for reading, writing and maths.

##### **Key Stage 1 (KS1)**

In KS1, the curriculum:

- Builds on EYFS foundations through systematic synthetic phonics and early reading
- Develops secure number sense and mathematical fluency
- Introduces subject-specific knowledge and vocabulary explicitly
- Uses repetition, retrieval and overlearning to support memory and understanding
- Provides enrichment opportunities to broaden pupils' experiences and understanding of the wider world

##### **Key Stage 2 (KS2)**

In KS2, the curriculum:

- Deepens knowledge and conceptual understanding across all subjects
- Develops pupils' ability to reason, explain and apply learning independently

- Places increasing emphasis on reading for meaning, writing for purpose and mathematical reasoning
- Broadens cultural capital through trips, visitors, performances and creative opportunities
- Prepares pupils for the academic and social demands of secondary education

This table shows some of the resources used to plan and deliver our curriculum.

Subject	EYFS	KS1	KS2
RE	N – Y5: To Know You More Clearly		Y6: Come and See
READING	Scribble/ Drawing Club	Literacy Counts: Read to Write	
WRITING			
MATHS	White Rose Maths		
PHONICS	Monster Phonics		
SPELLING			
HISTORY	School's own curriculum developed from "Birth to Five Development Matters"	School's own curriculum	Opening Worlds (Harringay)
GEOGRAPHY			
SCIENCE		HEP Science Curriculum	
ART		Adapted from Kapow!	
DT		Adapted from Kapow!	
MUSIC		Y1, Y2 & Y6: Adapted from Kapow! Y3, Y4 & Y5: Resonate Wider Opportunities	
PE		Get set for PE	
COMPUTING		Knowsley CLC: Computing	
SPANISH			SIL: Spanish SLA
RSE	Journey in Love		
PSHE	Islington CLC: You, Me & PSHE		

Resources used to teach phonics and reading in our school	
Phonics	Reading
Monster Phonic	Monster Phonics

#### Inclusion – access to education for all

Inclusion is central to our curriculum implementation. In our school, we consider some of the main vulnerabilities and possible barriers as any of the following. This list represents the main groups represented in our school at the moment;

- SEND
- EAL
- Deprivation (FSM6)
- Persistent Absence
- Having support/ intervention by CASS (Children's Advice and Support Service – Liverpool Children's Services)

Our curriculum is organised and planned as it is so that;

- The curriculum is adapted, not narrowed, for pupils with SEND and other vulnerabilities
- High standard of quality-first teaching is supported by targeted interventions where necessary
- Children with needs are supported through vocabulary pre-teaching, visual aids and modelling
- Progress is measured against individual starting points rather than solely against age-related expectations
- All pupils access the full curriculum, including RE and enrichment

## **5. Curriculum Impact: How do we know the curriculum meets the needs of our little learners?**

The impact of our curriculum is evaluated through a range of qualitative and quantitative measures. We know our curriculum is effective when:

- Pupils know more, remember more and can do more over time
- Gaps in attainment and progress narrow from pupils' starting points
- Pupils become fluent readers, confident communicators and competent mathematicians
- Pupils demonstrate curiosity, resilience and pride in their learning
- Pupils are well prepared for the next stage of education

We use assessment, work scrutiny, pupil voice and external moderation to review and refine the curriculum, ensuring continuous improvement.

Different approaches are used which are best-suited to the age and stage of development of the child

- EYFS: Observation, pupil voice and teacher assessment. Wellcomm and Reception Baseline Assessment
- KS1: Formative assessment, pupil voice, teacher assessment and standardised tests (Y2 only)
- KS2: Formative assessment, work-scrutiny, pupil voice, teacher assessment and standardised tests (NFER)

## **6. Roles and Responsibilities: Who does what to ensure that our curriculum is effective?**

### **Governing Body**

- Ensure the curriculum reflects the school's Catholic mission and statutory requirements
- Hold leaders to account for curriculum quality and outcomes
- Monitor the impact of the curriculum on disadvantaged pupils and those with SEND

### **Headteacher**

- Provide strategic leadership for curriculum intent and implementation
- Ensure high expectations and ambition for all pupils
- Promote continuous professional development for staff

### **Senior Leadership Team**

- Monitor curriculum consistency, progression and impact
- Support subject leaders and teachers
- Use assessment information to inform improvement

### **Subject Leaders**

- Design, review and refine subject curricula
- Ensure clear progression in knowledge and vocabulary
- Monitor teaching, learning and outcomes in their subject

### **Teachers**

- Deliver the curriculum effectively and adapt teaching to meet pupils' needs
- Use assessment to inform planning and intervention
- Maintain high expectations for all pupils

### **Support Staff**

- Support learning under the direction of teachers
- Deliver targeted interventions
- Promote inclusion and pupil wellbeing

## 7. In summary

Our curriculum is ambitious, inclusive and deeply rooted in our Catholic values. It is designed to overcome disadvantage, build cultural capital and ensure that every child, regardless of starting point, leaves our school with the knowledge, skills and values needed to succeed in the next stage of their education and beyond.

Curriculum statements are available for more subject-specific information. They are available for download from the "Curriculum" section on the school website.

## 8. Monitoring and review

This policy will be reviewed by the headteacher and Full Governing Body on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

**Reviewed and ratified by:** Full Governing Body

**Date of review:** March, 2026

**Date of next review:** January 2028 (or sooner if changes are made who structural reorganisation and/or curriculum reorganisation

**Policy Status:** Non-Statutory but recommended as good practise

**Policy cycle:** Bi-annual