



# HOLY TRINITY

A Catholic and Church of England Voluntary Academy

The Hallam Schools' Partnership Academy Trust

## Curriculum Statement

At Holy Trinity we believe that every child is entitled to a well-planned, ambitious, broad and balanced curriculum. We recognise that the curriculum is the experience of each pupil from the moment they walk through the doors of the school to the moment they leave. As such, the curriculum in all its aspects aims to motivate pupils and meets their needs. It is broad, balanced and challenging and gives our pupils the opportunity to succeed in school and beyond. We aim to create a curriculum which challenges and inspires every pupil. We promote a growth mindset approach which encourages pupils to learn from mistakes and feedback and to be flexible, confident and ambitious for themselves. Through our curriculum we aim to nurture well rounded young people who are who are ready to take their place in the world.

*"I believe our young people are desperate for a new kind of education: one that values them for who they are, and draws out their gifts and creative energies; one that helps them to 'bear good fruit' in every part of their lives: continually learning, being renewed, serving others and living life to the full". (Archbishop Sentamu)*

## Aims

Our curriculum aims to:

- Nurture the whole child in line with our mission statement
- Provide a broad and balanced education for all pupils
- Develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Provide pupils with independent, impartial careers guidance, to prepare them for further education and employment
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Ensure equal access to learning, with high expectations, for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Ensure that pupils are equipped with the skills, knowledge and attitude to learning that prepares them for the next key stage in their education and life

## Organisation and Planning

Our curriculum is organised to ensure progression through the key stages.

See our EYFS policy for information on how our early years curriculum is delivered.

At key Stage 1, it builds on the child-initiated ethos of the Early Years Foundation Stage principles, where pupils are active partners in developing the curriculum. Their questions, interests and ideas are, therefore, utilised to develop and enhance planned learning experiences.

Through the Read, Write Inc phonics scheme, we develop a love of reading, develop spelling and language from an early age and establish our high expectations. Once our pupils graduate from the RWI phonics scheme, they begin the Mastery English programme. This approach is built around 3 high quality class texts per year, through which all reading, grammar and writing is taught.

In the primary phase, we follow a mastery approach to mathematics with the Maths Mastery Programme being followed by all pupils From Year 1 to 6. This means that we are aiming to develop a deep, long-term

understanding of the subjects which enables all pupils to confidently demonstrate their knowledge and skills. At the heart of a mastery approach is the belief that every child is capable of achieving. We believe this passionately at Holy Trinity.

As a Catholic and Church of England School, a minimum of 10% of the teaching timetable across the school is dedicated to RE. However, in reality, the RE Curriculum and the development of Christian values underpin every aspect of learning in school and are being developed at all times. Throughout the school week, children are involved in daily collective worship and there are many opportunities for focused reflection. This begins in Early Years and continues in both the primary and secondary phase.

French, PE and Science are also taught discretely.

Where possible, Art and Design, Computing, Design Technology, Geography, History, Music and PSHE are taught through 'a key question' to develop a topic/themed approach. This is carefully planned by our teachers to ensure full coverage of the curriculum and planned progression of knowledge and skills. French, PE, Science, Computing, Music and PSHE are taught discretely and these may be taught by the specialist staff member from the secondary phase. Key Learning is identified along with the key vocabulary to be taught.

In Key Stage 3 pupils follow a broad and balanced curriculum. Subject leaders identify key knowledge, key learning, key vocabulary and key skills. These are identified in curriculum maps, along with assessment points and a clear timeline. This ensures consistency and challenge for all pupils and progression.

At Key Stage 3 all pupils study English, Maths, Science, RE, PE, French, Geography, History, Computing, Technology, Music and Drama.

In Year 10, pupils begin Key Stage 4. All students study English, Maths, Science and RE. They also choose a humanities subject; either Geography or History. The majority of students also study French to GCSE. Pupils then choose a range of option courses to personalise their curriculum. Guidance is given to pupils to help them to make these choices.

Core PE will be reintroduced at Key Stage 4, from September 2021, to help support good mental and physical health for our pupils and to develop life-long good health and wellbeing habits.

## **The Wider Curriculum**

In line with our mission statement Holy Trinity aims to develop and nurture the whole child. Our belief is that this education can take place both in and out of the classroom. We normally offer alternative curriculum days, external visits and visits from providers. Due to the current COVID-19 restriction these have not occurred, as normal, however we ensure all our pupils continue to engage with the wider curriculum through remote access to a wide variety of external events, providers and mental health and well-being sessions.

## **Inclusion**

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.