



St Mary's Catholic Junior School Curriculum Intent

Religious Education Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, Religious Education (RE) is not an "add-on" — it lies at the heart of our school's identity, shaping how we live, learn and grow together. Through RE, we aim to nurture pupils' spiritual, moral, intellectual and emotional development, grounding them in the Catholic faith so that they can live out Gospel values with integrity, compassion and confidence.

We follow Lighting the Path, a systematic and progressive programme of Religious Education that enables pupils to encounter, understand and respond to the richness of the Catholic faith. The curriculum is rooted in Scripture, the teachings and traditions of the Catholic Church, and the lived experience of faith. It supports pupils to develop a secure body of religious knowledge alongside the skills and vocabulary needed to think, question, interpret and communicate as young theologians.

Lighting the Path is structured around key theological knowledge and Big Questions, enabling pupils to explore the central mysteries of the Christian faith and consider their meaning for themselves, others and the world around them. Pupils progressively develop their understanding of God, Jesus, Scripture, the Church, Sacraments, prayer, morality, human dignity and Christian discipleship. Learning is carefully sequenced so that new knowledge builds upon prior learning and pupils increasingly make connections across Scripture, doctrine, liturgy and Catholic life.

Our RE curriculum is ambitious for every pupil. We recognise that religious literacy develops over time and therefore deliberately teach subject-specific vocabulary, theological concepts and knowledge alongside opportunities to question, reason, reflect and make connections. Pupils are encouraged to ask significant questions about faith and human experience, engage thoughtfully with Scripture, consider different interpretations and articulate their own developing understanding. They learn not simply about religion, but how to think religiously and theologically.

We place particular importance on ensuring that pupils understand the relationship between faith and action. Catholic Social Teaching, including the principles of human dignity, solidarity, the common good and care for creation, provides opportunities for pupils to consider how Catholic beliefs influence the way Christians live and respond to the needs of others. Our pupils are encouraged to recognise that faith calls us to love and serve others, particularly those who are vulnerable or marginalised.

RE at St Mary's is firmly integrated into the wider life of the school. Prayer, liturgy, sacramental preparation, collective worship, Catholic Social Teaching, the school's Gospel values and links with our parish and wider Catholic community enrich and reinforce what is taught in the classroom. Class liturgies, Faith Leaders, Rosary Club, Prayer Partners, May Crowning and opportunities to participate in Mass provide authentic experiences through which pupils can encounter and express their faith. In this way, RE is both taught and lived — it becomes part of the culture and identity of our school community.

Our curriculum is inclusive and responsive to the needs of our pupils. In a diverse school community, we want pupils to develop a strong understanding of their own Catholic identity while also learning to listen respectfully to others and encounter difference with humility and curiosity. Our high EAL profile makes the deliberate development of language particularly important. We explicitly teach



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religious vocabulary and provide opportunities for pupils to talk, question and explain their thinking so that all pupils can access increasingly complex theological ideas.

We aim for pupils not simply to know the faith, but to understand its significance and increasingly live it out through love, service and witness. Through RE, pupils develop the knowledge, language and confidence to reflect on their own lives, consider the choices they make and recognise their responsibilities towards others and the wider world.

By the time pupils leave St Mary's, we want them to be religiously literate, spiritually confident and morally grounded. They will have developed a secure understanding of key Catholic beliefs, Scripture, Church teaching and Catholic life; be able to use appropriate religious vocabulary and theological reasoning; ask and respond thoughtfully to significant questions; and recognise how faith shapes the lives and actions of Christians.

Ultimately, we want our pupils to leave St Mary's with a faith that is informed, thoughtful and lived — ready to continue their journey of faith in secondary school and beyond, and equipped to make a positive contribution to their parish, their community and the wider world.



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Literacy Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe that reading, writing, speaking and listening are fundamental to children's ability to learn, think and participate fully in the world around them. Literacy is therefore at the heart of our curriculum. We want every pupil to develop the knowledge, vocabulary and language structures they need to understand increasingly complex ideas, communicate effectively and become confident, thoughtful and articulate individuals.

We use CUSP English to provide a carefully sequenced, ambitious and knowledge-rich curriculum for reading and writing. The curriculum is built around high-quality, diverse and carefully selected texts, with learning deliberately structured so that pupils continually build upon what they already know. Reading is not simply a skill taught within English lessons; it is a means through which pupils acquire knowledge, encounter new ideas, develop vocabulary and deepen their understanding of the world.

Our reading curriculum develops pupils as fluent, accurate and thoughtful readers. Through exposure to a wide range of literature, non-fiction and poetry, pupils encounter increasingly sophisticated language, themes, structures and perspectives. Explicit teaching of vocabulary is central to this, enabling pupils to understand and use new words confidently and to develop the language needed to access the wider curriculum. We want children to read widely, talk about what they have read and develop a genuine appreciation of literature.

Writing is taught through a combination of reading, discussion, vocabulary development, grammatical knowledge and deliberate practice. Pupils are immersed in high-quality examples of writing and are taught how authors make deliberate choices about language, structure and effect. They then apply this knowledge through increasingly independent writing, developing accuracy, coherence, creativity and control. Grammar, punctuation and spelling are taught as essential tools that enable pupils to communicate meaning effectively rather than as isolated skills.

Oracy is an important part of our approach to literacy. We recognise that children need to hear, rehearse and discuss language before they can consistently use it effectively in their own speaking and writing. This is particularly important within our diverse school community and for pupils with EAL or SEND. We therefore provide structured opportunities for pupils to articulate ideas, explain their thinking, acquire new vocabulary and participate in purposeful discussion. This strengthens both their spoken language and their ability to comprehend and compose increasingly sophisticated written language.

We are ambitious for every pupil. Our curriculum is designed so that pupils who require additional support receive appropriate scaffolding, targeted intervention and carefully considered adaptations, while maintaining high expectations and access to rich language and challenging texts. We recognise that closing gaps in literacy requires more than additional practice; it requires pupils to develop the underlying knowledge, vocabulary, fluency and confidence that enable them to become increasingly independent learners.

Reading also extends beyond the English classroom. Through our wider curriculum, pupils encounter subject-specific vocabulary, increasingly complex texts and opportunities to apply their reading skills to new knowledge. We aim to create a culture in which reading is valued across the school and where pupils understand that reading opens doors to knowledge, imagination and opportunity.



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Our Catholic ethos further enriches our approach. Through carefully chosen texts and opportunities to speak, listen, read and write, pupils encounter questions about faith, human dignity, relationships, morality, justice and the experiences of others. We want pupils to understand that language carries responsibility: their words can inform, challenge, encourage and bring people together. Literacy therefore contributes not only to academic success but also to the development of compassionate and responsible members of our community.

By the time pupils leave St Mary's, we want them to be confident readers, purposeful writers and articulate communicators. They will possess a broad vocabulary, strong foundational knowledge and the ability to understand and respond to increasingly challenging texts. They will be able to express their ideas clearly, listen respectfully to others, reason and explain their thinking, and use language effectively across the curriculum.

Ultimately, our ambition is that every child leaves St Mary's with the language, knowledge and confidence to find their voice — ready to access the secondary curriculum, continue learning independently and use their literacy to participate positively and purposefully in the world around them.



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Mathematics Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe that mathematics is essential to understanding, interpreting and shaping the world around us. We want every pupil to develop a secure understanding of mathematical concepts, fluency with essential knowledge and the ability to reason, problem-solve and apply their learning in unfamiliar situations. Our ambition is that pupils see mathematics not simply as a collection of calculations, but as a subject that helps them make sense of the world, recognise patterns and relationships, and think logically and creatively.

We follow the White Rose Maths scheme of learning, which provides a carefully sequenced and ambitious curriculum built around the progressive development of mathematical knowledge and understanding. New concepts are introduced in manageable steps, with opportunities for pupils to revisit, practise and connect prior learning so that knowledge becomes increasingly secure. We place strong emphasis on depth of understanding rather than simply moving pupils through content, ensuring that children have the foundations necessary to build increasingly sophisticated mathematical thinking.

Our teaching develops the interconnected strands of fluency, reasoning and problem-solving. Pupils are taught to become fluent in key facts and procedures while also developing the ability to explain why methods work, make connections between mathematical ideas and apply their knowledge to increasingly complex problems. Through carefully planned questioning, discussion and reasoning opportunities, pupils are expected to articulate their mathematical thinking and justify their choices using appropriate mathematical vocabulary.

We use concrete, pictorial and abstract representations to help pupils develop conceptual understanding and make connections between different representations of mathematical ideas. Manipulatives and visual models are used purposefully to expose mathematical structures and support pupils in moving from practical experiences towards increasingly abstract reasoning. As pupils progress through the school, we want them to become increasingly independent in selecting appropriate methods and representations for themselves.

We are ambitious for every pupil. High expectations are maintained while teaching is responsive to individual starting points and needs. Pupils who require additional support receive timely intervention, targeted teaching and appropriate scaffolding so that misconceptions and gaps do not become embedded. At the same time, pupils are challenged to think more deeply rather than simply complete more work, with opportunities to make connections, identify patterns, generalise and apply their knowledge in unfamiliar contexts.

We recognise that mathematical language is fundamental to mathematical understanding. Pupils are explicitly taught the vocabulary needed to describe relationships, explain methods and reason precisely. Opportunities to talk about mathematics enable pupils to rehearse their thinking, listen to alternative approaches and develop confidence in explaining their reasoning. This is particularly important for pupils with EAL and SEND, for whom carefully structured language and representation can remove barriers to accessing complex mathematical ideas.

We want pupils to develop a positive and resilient attitude towards mathematics. Mistakes and misconceptions are treated as valuable opportunities for learning, while pupils are encouraged to



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persevere when problems are challenging, try alternative strategies and learn from one another. We aim to develop mathematical confidence without complacency: pupils should be willing to have a go, but also willing to question, check and refine their thinking.

Our Catholic ethos informs the wider values that underpin our mathematics curriculum. Mathematics provides opportunities to develop patience, perseverance, collaboration, honesty and intellectual curiosity. We encourage pupils to recognise the order, pattern and beauty within mathematics and to appreciate its role in understanding the world God has created. Through applying mathematics to real-life situations, pupils also develop the practical knowledge needed to make informed and responsible choices in their everyday lives.

By the time pupils leave St Mary's, we want them to be fluent, confident, resilient and increasingly independent mathematicians. They will have developed secure mathematical knowledge, a strong understanding of number and the wider curriculum, and the ability to reason, problem-solve and communicate their thinking clearly. They will be equipped to apply mathematics in secondary school, in everyday life and in future learning and employment.

Ultimately, our ambition is that every pupil leaves St Mary's understanding that everyone can do mathematics and that mathematical success comes through knowledge, practice, curiosity and perseverance. We want our pupils to leave not only knowing how to solve mathematical problems, but understanding why, and having the confidence to tackle what comes next.



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Science Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe that science enables children to understand, question and appreciate the world around them. It nurtures curiosity, develops critical thinking and gives pupils the knowledge and skills they need to make sense of the natural and physical world. Rooted in our Catholic ethos, we see science as an opportunity to develop awe and wonder at God's creation, alongside a responsibility to care for it and use knowledge wisely.

We use the Developing Experts Primary Science curriculum to provide a carefully sequenced, knowledge-rich and ambitious programme that builds pupils' scientific understanding over time. The curriculum is aligned with the National Curriculum and is designed to develop both substantive knowledge — what pupils know about science — and disciplinary knowledge — how scientists investigate, reason and build knowledge. This ensures that pupils develop more than a collection of scientific facts: they learn how scientific knowledge is generated, tested and communicated.

Our curriculum is structured so that pupils build upon prior learning and revisit important concepts, allowing knowledge to become increasingly secure and connected. Key scientific ideas, vocabulary and concepts are deliberately developed across the school so that pupils can make meaningful links between different areas of science. Teachers use assessment and pupils' prior knowledge to identify misconceptions and adapt teaching, ensuring that learning is responsive and purposeful.

We place a strong emphasis on working scientifically. Across the school, pupils encounter the different types of scientific enquiry, including observing over time, identifying and classifying, pattern seeking, comparative and fair testing, and research using secondary sources. Pupils are given regular opportunities to observe carefully, ask questions, make predictions, plan and carry out investigations, record and interpret results, evaluate evidence and communicate conclusions. We want children to understand that science is not simply about knowing the answer — it is about asking good questions and using evidence to find out.

Practical science is an important part of our curriculum. Pupils are given opportunities to handle equipment, make observations, collect data and investigate scientific phenomena first-hand. Practical experiences are purposeful and connected to the knowledge pupils are developing, rather than being activities for their own sake. Through this approach, pupils develop confidence in applying scientific knowledge and learn to recognise that evidence may confirm, challenge or change their initial ideas.

Scientific vocabulary and oracy are deliberately developed throughout the curriculum. Pupils are taught the language needed to describe observations, explain processes and communicate scientific ideas accurately. They are encouraged to discuss predictions, justify conclusions and challenge ideas respectfully. This is particularly important for our pupils with EAL and SEND, and supports all pupils in developing the language needed to access increasingly complex scientific concepts.

Developing Experts also provides opportunities to connect science learning with the wider world and future careers. We want pupils to recognise that science is relevant to their lives and that scientists and scientific thinking contribute to many different aspects of society. By exposing children to a range of scientific applications, careers and role models, we aim to broaden aspirations and help pupils understand the possibilities that scientific knowledge can open up.



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We are ambitious for every pupil. Appropriate scaffolding, practical resources, vocabulary support and carefully chosen adaptations enable pupils with SEND and those who need additional support to participate meaningfully in scientific learning. At the same time, pupils are challenged to reason, investigate independently, evaluate evidence and apply their understanding in unfamiliar contexts. We want all pupils to see themselves as capable scientists.

Our Catholic ethos provides an important dimension to our science curriculum. We encourage pupils to develop awe, wonder, respect and stewardship for the natural world and to consider how scientific knowledge can be used responsibly. Where appropriate, pupils encounter ethical questions arising from scientific developments and are encouraged to consider how decisions affect people, communities and the environment. In doing so, science contributes to our wider aim of developing pupils who use their knowledge for the good of others and the care of our common home.

By the time pupils leave St Mary's, they will have developed a secure body of scientific knowledge, a growing scientific vocabulary and the skills needed to work scientifically. They will be able to ask questions, investigate phenomena, interpret evidence, explain scientific ideas and recognise when evidence supports or challenges a conclusion. They will understand that scientific knowledge is built through observation, enquiry and evidence.

Ultimately, we want our pupils to leave St Mary's as curious, knowledgeable and responsible young scientists: equipped to continue their scientific learning in secondary school, confident to question the world around them and inspired to use their knowledge to contribute positively to society and care for the world in which we live.



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Music Curriculum Intent – St Mary's Catholic Junior School

At St Mary's Catholic Junior School, we believe that music is an essential part of a rich and rounded education. Music enables pupils to express themselves, experience joy and creativity, develop confidence and connect with others. It also has a particularly important place within our Catholic community, where singing and music are integral to prayer, liturgy and the shared life of the school.

Music is therefore not confined to the classroom. Throughout the school week, pupils experience music through hymns, sung prayer, liturgy, assemblies and opportunities to perform, creating a strong sense of belonging, community and shared purpose. We want every child to see themselves as capable of participating in music, regardless of prior experience or musical ability.

We use the Kapow Primary Music scheme to provide a broad, progressive and engaging curriculum that develops pupils' musical knowledge, skills and understanding. The curriculum supports the National Curriculum and provides opportunities for pupils to listen and appraise, sing and perform, compose and improvise, while developing an increasingly secure understanding of the interrelated dimensions of music.

Our curriculum exposes pupils to a wide and diverse range of musical genres, traditions, composers and cultures, enabling them to understand that music reflects the societies and people from which it emerges. This is particularly important within our diverse school community. Pupils are encouraged to share and celebrate the musical traditions and experiences of their own cultures, while developing curiosity and respect for music from different times and places.

We deliberately develop musical vocabulary and knowledge alongside practical skills. Pupils learn to recognise and describe elements such as pitch, rhythm, tempo, dynamics, timbre, texture and structure, and increasingly use appropriate musical terminology to explain what they hear and how music is constructed. They develop an understanding of notation and learn to apply their knowledge when performing, composing and responding to music.

In Lower Key Stage 2, pupils deepen their musicianship and build on the foundations established earlier in the curriculum. They develop greater control and expression when singing and performing, explore a wider range of musical styles and traditions, and develop their instrumental skills through tuned and untuned percussion and other classroom instruments. Pupils have regular opportunities to compose and improvise, using the interrelated dimensions of music, while beginning to use standard notation to record and communicate simple rhythmic and melodic ideas. They listen attentively to music and develop their ability to describe, compare and evaluate performances.

In Upper Key Stage 2, pupils increasingly apply their knowledge with independence and sophistication. They develop greater fluency, control and expression in performance, including singing in harmony and performing as part of an ensemble. They compose and improvise with increasing awareness of musical structure, style and effect, develop their understanding and use of staff notation, and listen critically to a broad range of musical works. Pupils are encouraged to reflect on their own musical development, evaluate performances and identify areas for improvement, preparing them confidently for continued musical learning at secondary school.

We believe that music develops skills that extend well beyond musical ability. Through performing and composing together, pupils develop teamwork, collaboration, leadership, creativity,



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concentration, resilience and confidence. Performing in front of others helps pupils develop the courage to take risks and learn from mistakes, while ensemble work teaches them to listen carefully, respond to others and understand their individual contribution to a collective outcome.

We are committed to providing opportunities for pupils to experience music beyond the classroom. Our choir, singing assemblies, Young Voices participation, CSMA concert and developing instrumental provision through CMA give pupils opportunities to perform to wider audiences and experience the discipline and enjoyment of making music together. We also seek to increase opportunities for pupils who learn instruments to share their musical achievements with the school community.

Our Catholic ethos gives music an additional significance. Through singing and music within worship, pupils encounter music as a means of prayer, reflection, celebration and connection with God and one another. Music helps pupils to participate actively in the spiritual life of the school and to appreciate the power of collective singing and shared musical experiences.

We are ambitious for every pupil. Opportunities are structured so that pupils with different levels of prior experience can participate, succeed and develop. Appropriate modelling, repetition, practical resources and adaptations support pupils with SEND, while pupils who demonstrate particular musical strengths are encouraged to develop their skills further through performance and additional opportunities.

By the time pupils leave St Mary's, they will have developed a secure foundation of musical knowledge and practical skills. They will be able to sing and perform with increasing confidence, compose and improvise, read and use musical notation, listen critically and articulate their responses using appropriate musical vocabulary. They will have encountered a rich and diverse musical heritage and developed an appreciation of music as both an art form and a means of communication.

Ultimately, we want every pupil to leave St Mary's with confidence to participate, curiosity to explore and a lifelong appreciation of music — whether as a performer, creator, listener or simply someone who finds joy and meaning in music.



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History Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe that history helps pupils understand who we are, where we have come from and how the world around us has been shaped. It ignites curiosity, develops a sense of identity and enables children to encounter the experiences, achievements and challenges of people across different times and places. By studying the past, pupils develop a deeper understanding of the present and begin to recognise that the choices and actions of individuals and societies can have lasting consequences.

We follow the Kapow Primary History curriculum, which provides a carefully sequenced, ambitious and knowledge-rich programme of study. Pupils develop a secure chronological understanding, building a mental timeline of significant periods, events and people. Learning is structured so that pupils revisit and connect prior knowledge, enabling them to recognise patterns, change and continuity, cause and consequence and similarities and differences across periods of history.

Our curriculum encompasses local, national and global history, allowing pupils to understand the history of their own community alongside significant developments and civilisations beyond it. Pupils encounter a diverse range of people, cultures and perspectives, helping them to appreciate the complexity of human experience and understand that history is not simply a collection of dates and famous individuals.

We develop both substantive and disciplinary knowledge. Pupils build a secure body of historical knowledge while also learning how historians investigate and interpret the past. Through carefully planned enquiries, pupils learn to use sources and evidence, ask relevant questions, identify bias and reliability, make comparisons and draw reasoned conclusions. They are encouraged to recognise that historical accounts can differ and to consider why interpretations of the past may vary.

Historical vocabulary and oracy are deliberately developed throughout the curriculum. Pupils learn and use subject-specific terminology to describe historical periods, events and concepts and are given opportunities to discuss, explain and justify their interpretations. This supports pupils to move beyond simply recalling information towards thinking and communicating like historians.

We are ambitious for every pupil. Learning is carefully scaffolded so that pupils with SEND and those who require additional support can access rich historical content, while all pupils are challenged to make connections, evaluate evidence and think critically. We recognise that historical understanding is strengthened through revisiting, questioning and making connections, rather than through memorisation alone.

We want pupils to understand that history is both fascinating and relevant. Through the study of significant individuals, societies and events, pupils explore themes such as power, migration, conflict, innovation, belief, inequality, resistance and social change. These themes provide opportunities to consider how people have responded to challenges and how societies have changed over time.

Our Catholic ethos provides an important lens through which pupils can reflect on the past. History enables children to consider questions of justice, human dignity, morality, service and responsibility, including the consequences of decisions made by individuals and societies. Where appropriate, pupils explore the experiences of religious communities and the development of Christianity and the



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Catholic Church within the wider historical narrative. We encourage pupils to learn from the past while recognising the dignity and complexity of those who lived within it.

We also want pupils to understand their own local and cultural heritage. As a school serving a diverse community, we value opportunities for children to see different communities and experiences represented within the curriculum and to recognise the contribution that different peoples have made to British and global history. This supports pupils to develop respect, curiosity and a more nuanced understanding of the world.

By the time pupils leave St Mary's, they will have developed a secure chronological framework and a rich body of historical knowledge. They will understand key historical concepts, be able to use evidence to investigate the past and communicate their ideas using appropriate historical vocabulary. They will recognise that historical events and interpretations are complex and will be increasingly confident in asking questions, evaluating evidence and reaching reasoned conclusions.

Ultimately, we want our pupils to leave St Mary's as curious, knowledgeable and critical historians, with an appreciation of the people and events that have shaped our world and an understanding that the decisions we make today contribute to the history of tomorrow.



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Geography Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe that geography helps pupils understand the world in which they live and their place within it. It develops curiosity about people, places and environments and enables pupils to understand the complex relationships between the physical and human worlds. Through geography, pupils develop a sense of responsibility for the world around them and an appreciation of the diversity of people, cultures and environments that make up our shared world.

We follow the Kapow Primary Geography curriculum, which provides a carefully sequenced, ambitious and knowledge-rich programme of study. Pupils progressively develop their locational, place, human and physical geographical knowledge, building a secure understanding of the UK and the wider world. Learning is structured so that pupils revisit and connect prior knowledge, enabling them to deepen their understanding of geographical processes, patterns and relationships over time.

Our curriculum develops pupils as geographers who can investigate and interpret the world around them. Alongside substantive geographical knowledge, pupils develop the disciplinary skills needed to carry out geographical enquiry. They learn to ask questions, observe and investigate, collect and analyse information, identify patterns, interpret data and draw conclusions from evidence. Fieldwork and first-hand experiences provide opportunities for pupils to apply their learning beyond the classroom and understand that geography is something they can see and investigate in their own environment.

We place strong emphasis on the development of geographical vocabulary and communication. Pupils are explicitly taught the terminology needed to describe physical and human features, processes, locations and relationships. They develop confidence in using geographical language to explain their observations and ideas, while opportunities to discuss and justify conclusions strengthen both their oracy and geographical reasoning.

Map skills and geographical representation are progressively developed throughout the school. Pupils learn to use maps, atlases, globes, photographs, aerial images and digital resources to locate places and interpret geographical information. They increasingly develop the ability to use scale, symbols, coordinates, grid references and data to investigate places and communicate their findings.

We are ambitious for every pupil. Our curriculum is designed so that pupils with SEND and those requiring additional support can access rich geographical content through carefully selected resources, explicit vocabulary teaching, visual representations and practical experiences. At the same time, pupils are challenged to make connections, interpret increasingly complex information and apply their geographical knowledge to unfamiliar contexts.

We want geography to broaden pupils' horizons and challenge assumptions. Through the study of different places and communities, pupils encounter a wide range of environments, cultures and ways of life. They develop an understanding of how geographical factors influence where and how people live and recognise the interdependence between communities locally, nationally and globally. This supports pupils to develop curiosity and respect rather than relying on simplistic assumptions or stereotypes.



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Contemporary geographical issues provide opportunities for pupils to apply their knowledge to the world around them. Through appropriate case studies and enquiries, pupils explore themes such as sustainability, climate, natural resources, environmental change, migration, inequality and interdependence. They are encouraged to consider different perspectives, understand the relationship between human activity and the environment and recognise that geographical decisions can have consequences both locally and globally.

Our Catholic ethos provides an important foundation for this learning. We encourage pupils to develop awe and wonder for creation, respect for the natural world and a sense of stewardship and responsibility. Geography provides meaningful opportunities to explore our responsibility towards our common home and to consider how our choices affect other people, communities and future generations. Pupils are encouraged to connect geographical knowledge with values of human dignity, justice, compassion and care for others.

By the time pupils leave St Mary's, they will have developed a secure body of geographical knowledge and a broad understanding of the world. They will be able to locate and describe places, understand important physical and human processes, use maps and geographical data, carry out fieldwork and communicate their findings using appropriate geographical vocabulary. They will recognise the interconnected nature of people and environments and be able to apply their knowledge to real-world issues.

Ultimately, we want our pupils to leave St Mary's as curious, knowledgeable and responsible geographers, with the confidence to ask questions about the world, the skills to investigate it and the understanding to appreciate their responsibility as stewards of God's creation and active members of a global community.



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Art and Design Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe Art and Design is an essential part of a rich and balanced education. It gives pupils opportunities to express ideas, emotions and experiences, develop their creativity and see the world from different perspectives. Through art, pupils learn to observe carefully, experiment confidently and appreciate the beauty, diversity and creativity found within God's world.

We follow the Kapow Primary Art and Design curriculum, which provides a progressive and ambitious programme that develops pupils' artistic knowledge, skills and vocabulary over time. Pupils explore a broad range of artistic disciplines, including drawing, painting, printing, collage, sculpture, textiles and digital media, developing increasing control and confidence in their use of materials, techniques and processes.

Our curriculum balances technical skill, artistic knowledge and creative expression. Pupils are explicitly taught how to use different materials and techniques, while also developing an understanding of the formal elements of art, including colour, line, shape, form, texture, pattern and tone. They learn that artists make deliberate choices and are encouraged to experiment with these elements to communicate ideas and create particular effects.

We want pupils to become confident and independent artists. They are encouraged to explore possibilities, take creative risks and understand that successful artwork often develops through experimentation, refinement and reflection. Pupils learn to evaluate their own work, identify what they have achieved and consider how they could develop their ideas further. They also learn to respond thoughtfully to the work of others, giving and receiving constructive feedback with respect.

The study of artists, designers and craftspeople is an important part of our curriculum. Pupils encounter a diverse range of practitioners from different historical periods, cultures and traditions, including artists whose work reflects different experiences and perspectives. They learn to describe and interpret artwork, make connections between artists and their own practice, and understand how art can reflect, influence and respond to the society in which it is created.

We deliberately develop artistic vocabulary and oracy. Pupils learn to talk about materials, techniques, processes and artistic choices using increasingly precise language. They are encouraged to explain their intentions, describe what they see and respond to artwork using evidence from what they observe. This supports pupils to move beyond simply saying whether they like a piece of art towards thinking critically and articulating informed responses.

We are ambitious for every pupil. Appropriate modelling, practical demonstrations, visual examples and adaptations enable pupils with SEND and those requiring additional support to participate successfully in creative learning. At the same time, pupils are encouraged to develop increasing independence and originality, with opportunities to extend their technical skills and explore ideas in greater depth.

Art also provides important opportunities for pupils to understand and celebrate culture, identity and diversity. Through exploring different artistic traditions and perspectives, pupils develop respect for the creative achievements of others and recognise that art can communicate ideas and experiences across language, geography and time. Our diverse school community provides



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additional opportunities for pupils to value and share the artistic traditions and influences that form part of their own experiences.

Our Catholic ethos provides an important dimension to Art and Design. Art encourages pupils to develop awe, wonder, reflection and appreciation of beauty, while recognising creativity as one of the ways in which human beings express the gifts and talents they have been given. Pupils are encouraged to use their creativity positively, to celebrate the work of others and to consider how art can communicate messages of hope, justice, faith, identity and human experience.

By the time pupils leave St Mary's, they will have developed a broad knowledge of art and a secure repertoire of practical skills and techniques. They will be able to experiment with different materials, refine their ideas, evaluate their work and communicate their artistic intentions. They will have encountered a diverse range of artists and artistic traditions and developed the vocabulary and confidence to discuss and respond to art thoughtfully.

Ultimately, we want our pupils to leave St Mary's as creative, confident and reflective young artists, willing to experiment, resilient when things do not go as planned and proud of their own creative voice. We want them to appreciate art not simply as a school subject, but as a powerful form of expression, communication and enjoyment that can enrich their lives for years to come.



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Design and Technology Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe Design and Technology equips pupils with the creativity, practical skills and problem-solving abilities needed to understand and shape the world around them. It provides opportunities for children to identify problems, generate ideas and design purposeful solutions, developing the confidence to experiment, adapt and persevere when things do not go to plan.

We follow the Kapow Primary Design and Technology curriculum, which provides a carefully sequenced and ambitious programme of study. Pupils develop knowledge and skills across a range of disciplines, including structures, mechanisms, electrical systems, textiles and food, while learning how design and technology are used to meet human needs and solve real-world problems.

Our curriculum is structured around the iterative design process. Pupils learn to research and explore existing products, identify users and purposes, develop and communicate ideas, select appropriate materials and tools, make and refine products, and evaluate their outcomes. They understand that effective design is rarely achieved perfectly on the first attempt and that testing, evaluating and modifying are essential parts of the process.

We deliberately develop pupils' technical knowledge and practical competence. Children are taught how to use tools, equipment, materials and techniques safely and appropriately, with skills becoming progressively more sophisticated as they move through the school. Alongside practical learning, pupils develop the technical vocabulary needed to describe materials, processes, mechanisms and design choices accurately.

Design and Technology provides valuable opportunities for pupils to draw on knowledge from across the curriculum. Mathematical understanding supports measurement, proportion and accuracy; science helps pupils understand materials, forces, structures and mechanisms; and Art and Design supports creativity, aesthetics and the communication of ideas. Pupils learn that effective design often requires knowledge and thinking from several different disciplines.

We want pupils to become resourceful and resilient problem-solvers. They are encouraged to generate multiple possible solutions, evaluate alternatives and respond constructively when designs fail or require modification. Collaboration is an important part of the subject, with pupils learning to listen to others, share ideas and work together towards a purposeful outcome. At the same time, pupils develop increasing independence in making decisions about their own designs.

We are ambitious for every pupil. Practical demonstrations, visual modelling, carefully selected resources and appropriate scaffolding ensure that pupils with SEND and those requiring additional support can participate meaningfully and develop genuine practical independence. Pupils are encouraged to take increasing ownership of the design process and to develop solutions that demonstrate originality, precision and thoughtful decision-making.

We also want pupils to understand that design has consequences. Through exploring existing products and considering how and why they have been designed, pupils develop an awareness of how technology influences people's lives. They consider the properties and suitability of materials, the use of resources, sustainability and the environmental impact of products. Where appropriate, pupils consider ethical questions around production, consumption and the choices designers and consumers make.



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Our Catholic ethos provides an important foundation for this learning. We encourage pupils to demonstrate care, responsibility, stewardship and respect for people and resources. Design and Technology provides opportunities to consider how creativity and innovation can be used to improve people's lives and to address problems in ways that respect both human dignity and our responsibility to care for creation.

By the time pupils leave St Mary's, they will have developed a secure understanding of the design process and a broad range of practical and technical skills. They will be able to research and analyse products, generate and communicate ideas, select appropriate materials and techniques, make purposeful products, test and refine their designs, and evaluate their outcomes using appropriate technical vocabulary.

Ultimately, we want our pupils to leave St Mary's as creative, capable and resilient designers and makers, with the confidence to identify problems, think creatively about solutions and turn their ideas into reality. They will understand that design is not simply about making something that works, but about creating purposeful, sustainable and thoughtful solutions to real problems.



St Mary's Catholic Junior School Curriculum Intent

Computing Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe Computing is an essential part of preparing pupils for life, learning and work in a digital world. Technology is increasingly embedded in almost every aspect of society, and we want our pupils to understand not only how to use digital technology, but how it works, how it can be used creatively and how to make safe, responsible and informed choices when using it.

We follow the Kapow Primary Computing curriculum, which provides a structured, progressive and ambitious programme of study. Pupils develop knowledge and skills across the three key strands of computer science, information technology and digital literacy, building understanding progressively as they move through the school. This ensures that pupils are not simply consumers of technology, but develop the knowledge and confidence to become creators, problem-solvers and critical users of digital systems.

Through computer science, pupils develop an understanding of how computers and digital systems work. They learn about algorithms, sequencing, programming and debugging, developing their ability to break problems down into manageable steps and create logical solutions. As their knowledge develops, pupils increasingly apply computational thinking to solve problems and understand how code can be used to make digital systems perform particular tasks.

Through information technology, pupils develop practical skills in using a range of digital tools and software to create, edit, organise, analyse and communicate information. They learn to select appropriate technology for different purposes and understand that digital tools are most effective when they are used thoughtfully and purposefully. Computing is also used across the wider curriculum to enable pupils to research, create, present and communicate their learning.

Digital literacy and online safety are fundamental to our approach. Pupils learn how to navigate the digital world safely, respectfully and responsibly, including understanding privacy, passwords, personal information, online communication, digital footprints and how to respond to inappropriate or harmful content. We recognise that online safety is not a one-off lesson but an ongoing aspect of pupils' development, reinforced through Computing and the wider curriculum, alongside our safeguarding provision.

We place increasing emphasis on pupils becoming critical and discerning users of digital information. Pupils are taught to question the reliability of information they encounter online, recognise that not everything they see or read is accurate and understand the importance of checking information before accepting or sharing it. As technology develops, we want pupils to have the knowledge and confidence to engage thoughtfully with emerging technologies, including artificial intelligence, while recognising their opportunities, limitations and potential risks.

We are ambitious for every pupil. Computing lessons provide practical, hands-on opportunities for pupils to develop skills through experimentation, problem-solving and collaboration. Appropriate scaffolding, modelling and adaptations enable pupils with SEND and those requiring additional support to access the curriculum, while pupils are challenged to apply their computational thinking and digital skills with increasing independence.

Computing also develops important transferable skills. Pupils learn to think logically, solve problems, persevere when something does not work, collaborate with others and evaluate their own solutions.



St Mary's Catholic Junior School Curriculum Intent

Debugging is particularly valuable in developing resilience: pupils learn that identifying an error is not failure, but an important part of improving a solution.

Our Catholic ethos provides an important framework for how pupils use technology. We encourage children to consider the moral, ethical and social implications of digital technology, including how their online behaviour affects others. We promote respect, dignity, honesty and responsibility in digital spaces and encourage pupils to use technology in ways that contribute positively to their communities and the common good.

By the time pupils leave St Mary's, they will have developed a secure foundation in computer science, information technology and digital literacy. They will be able to use technology creatively and purposefully, understand basic computational concepts, write and debug programs, select appropriate digital tools and communicate effectively using technology. They will also understand how to behave safely and responsibly online and how to evaluate the information and content they encounter.

Ultimately, we want our pupils to leave St Mary's as confident, creative, critical and responsible digital citizens. They will have the knowledge and skills to use technology effectively, the resilience to solve problems when technology does not behave as expected and the judgement to make safe, ethical and responsible choices in an increasingly digital world.



St Mary's Catholic Junior School Curriculum Intent

Physical Education Curriculum Intent – St Mary's Catholic Junior School

At St Mary's, we believe Physical Education plays an important role in developing healthy, confident and resilient young people. PE provides pupils with opportunities to develop physical competence, understand the importance of an active lifestyle and experience the enjoyment, challenge and sense of achievement that physical activity can bring. Through PE, pupils develop not only physical skills but also the character, teamwork and self-discipline needed to participate positively in school and wider life.

We follow the PE Hub scheme, which provides a broad, progressive and inclusive curriculum across games, dance, gymnastics, athletics, outdoor and adventurous activities and fitness. Learning is carefully sequenced so that pupils progressively develop their physical competence, coordination, control and understanding. As pupils become more secure in their skills, they are encouraged to apply them in increasingly challenging and competitive situations.

Our curriculum develops pupils' ability to perform, apply and evaluate. Pupils learn fundamental movement skills and then apply these within different sporting and physical contexts. In games, they develop tactical awareness and learn how to make decisions in response to changing situations. In gymnastics and dance, they explore movement, composition and performance, while athletics develops technique, accuracy and personal performance. Across all areas, pupils learn to evaluate their performance and identify ways to improve.

We place a strong emphasis on physical literacy and lifelong participation. Pupils develop an understanding of how their bodies move and why physical activity is important for physical and mental wellbeing. They learn about fitness, healthy lifestyles and the importance of developing habits that support their health. We want pupils to recognise that being active is not simply something they do in PE lessons, but an important part of a healthy and balanced life.

A distinctive feature of PE at St Mary's is our on-site swimming pool, which provides every pupil with regular access to high-quality swimming provision. Pupils receive weekly swimming lessons led by a specialist swimming teacher and progressively develop their confidence, competence and safety in water. Alongside swimming strokes and techniques, pupils develop water-safety and lifesaving skills, supporting them to become increasingly safe and independent around water.

We are ambitious for every pupil and are committed to ensuring that all children can participate, achieve and experience success in PE. Appropriate adaptations and differentiated activities enable pupils with SEND and those requiring additional support to participate meaningfully, while pupils who demonstrate particular strengths are given opportunities to develop their skills further. We aim to remove barriers to participation rather than lowering expectations.

PE also provides important opportunities to develop character and social skills. Through team games, performances and competition, pupils learn to communicate, cooperate, lead and support one another. They develop resilience by responding positively to success, disappointment and challenge and learn the importance of fair play, respect and sportsmanship. Competition is used positively, helping pupils to understand that achievement includes personal improvement as well as winning.



St Mary's Catholic Junior School Curriculum Intents

We provide opportunities for pupils to represent St Mary's and participate in wider sporting opportunities, including competitions and events through the local community and School Games. These experiences enable pupils to apply their skills in new environments, develop confidence and experience the pride of representing their school. We celebrate participation, improvement, teamwork and perseverance alongside sporting achievement.

Our Catholic ethos provides an important foundation for our approach to PE. We encourage pupils to show respect, fairness, humility, encouragement and compassion towards others. We teach children to value their bodies, recognise their individual talents and use those talents positively. PE provides opportunities to reflect on the importance of balance, wellbeing and caring for ourselves and others.

By the time pupils leave St Mary's, they will have developed a broad range of physical skills, knowledge and experiences. They will be able to participate confidently in a range of physical activities, swim competently and safely, understand basic principles of fitness and healthy living and apply appropriate skills and tactics in different sporting contexts.

Ultimately, we want our pupils to leave St Mary's as physically confident, resilient and active young people who understand the value of movement and healthy living. They will have experienced the enjoyment of sport and physical activity, developed the confidence to try new challenges and gained the teamwork, perseverance and self-discipline needed to continue an active lifestyle throughout secondary school and beyond.



St Mary's Catholic Junior School Curriculum Intent

Curriculum Intent for PSHE & RSE at St Mary's Catholic Junior School

At St Mary's Catholic Junior School, we believe that the education of the whole child is central to our mission. Our PSHE and Relationships and Sex Education (RSE) curriculum supports pupils to develop the knowledge, understanding, character and practical skills they need to flourish as confident, compassionate and responsible members of our community. Rooted in the teachings of the Catholic Church, our curriculum promotes human dignity, respect, responsibility, healthy relationships and moral decision-making, enabling pupils to understand their worth and the worth of others.

We use Ten:Ten Resources' Life to the Full PLUS as the foundation of our PSHE and RSE provision. The programme provides a structured, progressive and age-appropriate curriculum that integrates Relationships Education, Health Education and wider personal development. It enables pupils to revisit important concepts as they mature, building their knowledge and understanding progressively while supporting the statutory requirements for Relationships and Health Education.

Through carefully planned and age-appropriate learning, pupils develop knowledge and skills across areas including mental and emotional wellbeing, healthy lifestyles, relationships, personal safety, puberty and growing and changing, resilience, rights and responsibilities, citizenship, financial and economic wellbeing and preparation for life beyond primary school. Learning is designed to help pupils understand themselves, recognise their strengths and dignity, identify risks, make informed choices and understand how their decisions can affect themselves and others.

A central aim of our curriculum is to help pupils develop healthy and respectful relationships. Children learn to recognise the characteristics of positive relationships, including kindness, trust, honesty, respect, communication, consent and appropriate boundaries. They develop an understanding of how relationships change as they grow and learn strategies for responding to difficulties, resolving disagreements and seeking help when something does not feel right.

Safeguarding and personal safety are integral to our PSHE and RSE provision. Pupils are taught how to recognise potentially unsafe situations, protect their personal boundaries, respond to inappropriate behaviour and identify trusted adults who can help them. Online safety is reinforced through PSHE alongside our Computing curriculum and wider safeguarding education, recognising that children's relationships and experiences increasingly extend into digital spaces.

We place strong emphasis on emotional literacy and resilience. Pupils are supported to recognise and name emotions, understand that feelings can change and develop practical strategies for managing challenges. They are encouraged to understand that asking for help is a strength rather than a weakness and to develop the confidence to seek support when they or someone else may be at risk.



St Mary's Catholic Junior School Curriculum Intent

Our PSHE curriculum is firmly rooted in our Catholic mission and the St Mary's Way values of Love, Respect, Peace and Faith. Pupils are encouraged to consider how Gospel values can guide their choices and relationships and to reflect on questions such as "What would Jesus do?" when faced with moral decisions or challenges. Through Catholic Social Teaching, pupils explore themes including human dignity, the common good, solidarity, care for creation, justice and service, helping them understand their responsibilities towards others and the wider world.

PSHE is not treated as an isolated subject. It is woven throughout the life of St Mary's through collective worship, assemblies, Catholic Social Teaching, pastoral support, safeguarding education, relationships across the school and opportunities for service and leadership. Our Faith Leaders, Prayer Partners and wider pupil leadership opportunities provide authentic opportunities for children to practise responsibility, service and positive citizenship.

We are ambitious for every pupil. Our curriculum is designed to be inclusive, accessible and responsive to pupils' different experiences, backgrounds and needs. Carefully structured discussion, explicit vocabulary and appropriate resources enable pupils to engage with sensitive and sometimes complex topics safely. Pupils are encouraged to listen respectfully to different experiences and perspectives while understanding that everyone has inherent dignity and should be treated with compassion and respect.

We recognise that parents and carers are the primary educators of their children, particularly in matters relating to relationships, personal development and RSE. We therefore value genuine partnership with families and seek to communicate clearly about the curriculum, its content and its Catholic foundations. We provide opportunities for parents and carers to understand the learning taking place and to continue important conversations at home.

By the time pupils leave St Mary's, we want every pupil to have developed a secure sense of identity, dignity, self-worth and belonging. They will understand how to maintain healthy relationships, make safe and responsible choices, manage challenges, recognise when they need support and understand their responsibilities towards others. They will have developed the knowledge and language to navigate the physical, emotional, social and digital aspects of growing up with increasing confidence.

Ultimately, we want our pupils to leave St Mary's ready to flourish as compassionate, resilient and responsible young people, able to make positive choices and contribute to the common good. In the words of our school motto, "Aspire not to have more, but to be more" — developing not simply what pupils achieve, but who they become.



St Mary's Catholic Junior School Curriculum Intent

Curriculum Intent for French at St Mary's Catholic Junior School

At St Mary's Catholic Junior School, we believe that learning a modern foreign language broadens pupils' horizons, develops their ability to communicate and helps them understand and appreciate the diverse world in which they live. Through our French curriculum, we aim to foster curiosity, linguistic confidence and cultural understanding, while giving pupils a strong foundation for further language learning.

We use Language Angels to provide a carefully sequenced and progressive French curriculum that meets the requirements of the National Curriculum. The programme enables pupils to build knowledge cumulatively, revisiting and extending vocabulary, grammatical structures and language patterns as they move through Key Stage 2. Pupils are taught to listen, speak, read and write in French, with increasing confidence, accuracy and independence.

Our French curriculum is designed to:

- Develop linguistic knowledge and confidence: Pupils acquire a growing bank of vocabulary and grammatical structures, learning how language is constructed and how words and phrases can be adapted for different purposes. They have regular opportunities to listen and respond, ask and answer questions, participate in conversations, read familiar language and write for different purposes.
- Build a progressive understanding of language: New learning is carefully connected to what pupils already know. Key vocabulary and structures are revisited regularly so that pupils can retrieve, apply and increasingly manipulate their knowledge rather than simply memorise isolated words and phrases.
- Develop listening, speaking, reading and writing: Pupils progressively develop the four key language skills. Particular emphasis is placed on accurate pronunciation, attentive listening and spoken interaction, while reading and writing enable pupils to consolidate and apply their knowledge.
- Strengthen vocabulary and oracy: Explicit teaching of vocabulary and sentence structures supports pupils to communicate effectively and develops their confidence in using language. This is particularly important within our high-EAL context, where pupils benefit from opportunities to compare languages, explore vocabulary and develop their awareness of how language works.
- Develop cultural understanding: Language learning provides opportunities for pupils to explore aspects of French-speaking countries and communities, developing an understanding that languages are closely connected to culture, history, traditions and people's everyday experiences. Pupils are encouraged to recognise similarities and differences between cultures respectfully and thoughtfully.
- Develop curiosity and global awareness: Learning another language encourages pupils to look beyond their immediate experiences and develop an appreciation of different perspectives and ways of life. It helps pupils recognise the value of communication across linguistic and cultural boundaries.
- Promote inclusion and ambition: All pupils are supported to participate successfully in French, regardless of their starting point. Vocabulary, visual resources, repetition, modelling and structured opportunities for speaking and listening help pupils, including those with



St Mary's Catholic Junior School Curriculum Intents

SEND and EAL, to access the curriculum. Appropriate scaffolding is gradually reduced as pupils become more independent, while challenge enables pupils to apply and extend their knowledge.

French is taught through weekly lessons, with Language Angels providing a consistent structure, high-quality resources, audio materials and opportunities for assessment. Teachers use modelling, repetition, retrieval and practical language activities to support pupils in remembering and applying new knowledge. Learning is reinforced through regular opportunities to hear and use French, allowing pupils to develop increasing fluency and confidence over time.

In line with our Catholic ethos, we see language learning as an opportunity to build bridges between people and cultures. It supports our commitment to respect, dignity, inclusion and understanding of others, reflecting our belief that every person has inherent value. Learning another language also encourages pupils to become more open-minded, respectful and willing to engage with people whose experiences may be different from their own.

By the time pupils leave St Mary's, they will have developed a secure foundation in French, with a growing vocabulary, understanding of basic grammatical structures and the confidence to communicate in familiar situations. They will be able to listen, speak, read and write with increasing independence and will understand that language is both a means of communication and a gateway to understanding other people, cultures and communities. They will be well prepared to continue their language learning at secondary school and beyond.