

Curriculum Intent and Rationale

Introduction

The Cathedral School of St Mary is a small Catholic primary school adjoining Plymouth Cathedral.

With a multi-cultural demographic, the school welcomes pupils from a range of ethnicities and backgrounds, including Indian, Eastern European and African heritages, and we are proud of our strong sense of community and family support. Ours is a school with high expectations, good behaviour and a pride in everything we do. Pupils are kind, well-mannered and respectful.

Intent

At The Cathedral School of St. Mary, we see our curriculum as something that fully embraces everything that the children do whilst they are with us. At the heart of our curriculum is our child as a child of God. As a Catholic school, Catholic education is rooted as its core. We strive for excellence in all that we do, preparing our pupils to leave us as citizens who can influence and change the world for the good, with the Pope's message in the Laudato Si underpinning our why!

We believe the curriculum should be fully inclusive and accessible to all, with both breadth and depth, highly relevant and purposeful, exciting for both staff and pupils, and develop a real passion for learning.

Our curriculum offers a wide range of inspiring, engaging and exploratory learning experiences, that includes developing cultural capital through planned activities, such as residential trips. We aim to raise pupils' aspirations by teaching them about human creativity and achievement and we strive to help our pupils understand the impact we have on the world we live in, not just at school, but as educated citizens within their own community and on a wider global scale.

We want the learning focus to be more 'outward-facing', enabling the pupils, as good stewards, to take positive action, empowering them to change the world.

We want their learning to be more 'big picture' oriented and less about 'box ticking', tapping into their natural curiosity and broadening their horizons.

Rationale for Implementation

We use Dimensions 'Learning Means the World' Curriculum as the vehicle for this, with a view to changing our pupils' hearts, as well as their minds.

This curriculum is underpinned by four highly relevant world issues, known as the four Cs:-

Culture
Communication
Conflict
Conservation

Communication

We believe that communication is the key to unlocking pupils' full potential. To achieve this, we must ensure our children have excellent reading, writing and oracy skills. We believe fully that children's ability to both talk and listen is vital to being successful learners, not just academically, but socially and emotionally too. We want our pupils to develop excellent communication skills, by expanding and deepening their vocabulary and overall use of language. We believe these skills are necessary tools in order to, not only fully access the broader curriculum, but to succeed in later life. We want our pupils to become confident communicators, using different methods effectively and appropriately.

We want them to be able to articulate their learning and verbalise their thoughts, feelings and opinions clearly and confidently in discussion, as well as enabling collaboration and exchange of ideas. This is reinforced through our implementation of the Rosenshine Principles.

Culture

As a school which represents many families from many different backgrounds, we want to embrace and celebrate cultural diversity, learning about and experiencing a range of different cultural and faith heritages.

We want our pupils to value the diversity that exists in, not just our school community, but to understand the roots and importance of cultural heritage on a wider scale and to behave in a respectful and tolerant way towards others, regardless of faith, gender, sexuality, ethnicity or background. We actively and explicitly promote cross-cultural friendship, respect, understanding and tolerance through our 'Learning Means the World' Curriculum. Our curriculum also incorporates history-based aspirational Competency Theme Units, which draw inspiration from a range of diverse historical role models like Elizabeth Blackwell, Thomas Barnardo and Pocahontas, helping to promote courage, commitment, creativity and a sense of community in pupils.

Conflict

We believe that having a developed understanding of causes and consequences of conflict will make a positive difference to our pupils' choices, as they learn how to work together productively, how to develop resilience and how to resolve conflicts. Pupils need to learn that it is OK to disagree and need to be taught how to handle conflict well. We want our pupils to develop empathy, realising how important positive relationships are in their immediate and wider community. We also want them to learn about the impact of conflict globally, understanding the importance of showing empathy and an appreciation of others' opinions and perspectives.

Conservation

We feel we can help our pupils develop a much deeper knowledge of how to make the world a better place through a curriculum that makes sustainability and stewardship

central. We want the children to care passionately about our world and to engage actively as good stewards for change, both now and in the future. By developing problem-solving, collaboration and communication skills, and looking at how they can actively become more involved, we believe they can make a real difference in effecting positive change for the future.

'Learning Means the World' employs a structured approach to developing environmental awareness and appreciation, not just at local, but also national and global levels.

