



St Richard Gwyn Catholic High School Curriculum Summary



“There is something I very much want to say to you: I hope that among those of you listening to me today there are some of the future saints of the twenty-first century.

What kind of person would you really like to be?”

Pope Benedict XVI

“In the Catholic school . . . there is no separation between time for learning and time for formation. School subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered. All of which demands an atmosphere characterised by the search for truth, in which competent, convinced and coherent educators, teachers of learning and of life, may be a reflection of the one Teacher.”
Congregation for Catholic Education (1999) *The Catholic School on the Threshold of the Third Millennium n.14*

St Richard Gwyn’s curriculum seeks to place goodness and academic success at the centre of what we do. We are unashamedly Christian in the virtues and values the curriculum promotes. It seeks to offer learners experiences that are exciting, engaging and implement the purposes of the New Curriculum for Wales. As well as promoting the virtues of our pupil profile we seek to empower staff to create an exciting curriculum for pupils; one that successfully meets the four core purposes.

These aim for a St Richard Gwyn pupil to be:

- an **ambitious, capable** learner, ready to learn throughout their life
- an **enterprising, creative** contributor, ready to play a full part in life and work
- an **ethical, informed** citizen, ready to take part in Wales and the world
- a **healthy, confident** individual, ready to lead a fulfilling life as a valued member of society.

Alongside these key purposes we also want pupils in our school to grow up to be:

- **Grateful** for their own gifts and **generous** with their gifts, becoming men and women for others.
- **Attentive** to their experiences and **discerning** about the choices they make and the effects of those choices.
- **Compassionate** towards others and **loving** by their just actions and forgiving words.
- **Faith-filled** in their beliefs and **hopeful** for the future.
- **Eloquent** and **truthful** in what they say of themselves and others

- **Learned** and **wise** in the ways they use their learning for the common good
- **Curious** about everything and **active** in their engagement with the world, changing what they can for the better.
- **Intentional** in the way they live and **prophetic** in the example they set to others

We believe these virtues support our young people, who come from a range of backgrounds. They are not exclusive to being a faith school but universal values which all people of goodwill will understand.

An important part of growing up successfully is to create an identity – to imagine your grown-up self and then do what is needed to become that person in a conscious and deliberate way. Our profile suggests what a good person looks like and invites young people to make its virtues their own, shaping who they aspire to be

What is the curriculum?

- The main job of the school is not just to get high grades, it is to help us **to provide meaning**. This is the function of curriculum.
- It is the finest instrument we have to ensure the children have a rich, coherent education **that takes them beyond their own experiences**.
- It can can **revitalise** the sense of satisfaction, fulfilment and meaning of **teaching** itself.
- The theory and thinking behind the curriculum is only as effective as its shape and form in the day to day operation of the classroom.
- **It is what we make it. We can make a curriculum that is vibrant, engaging with lessons that they remember and experience as relevant to the pupils lives.**
- It is not just a **transmission of knowledge** - this makes the curriculum inert; it is crucial to develop a **relationship with knowledge**. Hence **What** matters and **why** matters questions

In St Richard Gwyn, Learning will be done through the 6 areas of learning and experience. They are:

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication Learning
- Maths and numeracy
- Science and technology

As part of our adoption of the new curriculum, it is important to learn about:

- Human rights and respecting people's differences,
- Work and how to choose the kind of work you want to do.
- Wales and the world.
- Relationships, sexuality and how we think about ourselves.

The curriculum aims:

- to help pupils gain important skills for life
- to use their imagination to make and plan.
- ask questions, think about information, and make decisions.
- learn how to make the most of your time and your talents.
- learn how to set goals, check your work and manage your time.

Each area of learning and experience contains statements of what matters which shape learning for children of all ages. These help children to think about what they're learning and how topics link to each other, to work and to life.

Progress

The new curriculum is like a journey. There may be times when you pupils move forward in your learning quickly. There may be times when pupils need to slow down to give yourself more time to understand something.

Assessment

Assessment means checking:

- what you **know**. To have the deep and rich knowledge of a subject.
- what you **understand**. To have the understanding of **why** the knowledge is learnt and how it improves the quality of life.
- and **how** you are able to use this knowledge. To have the skills, experiences and characteristics that when you leave these elements transfer to all aspects of life beyond SRG.

In St Richard Gwyn this will be through classroom tasks, homework or tests. You will work with your teachers so that you and your teachers understand how well you are doing.

This will help you:

- check where you are in your learning
- plan what you learn next
- find out if you need any extra support.

How are practitioners, learners, parents, carers and the wider community engaged to inform the curriculum's development?

In the development of the new curriculum learners, parents, carers and the wider community will be engaged to inform its development. Owing to the pandemic there have been less opportunities to do this face to face. Pupil voice is used in many areas of the school life and Governors and key stakeholder we updated on the development the school has made towards the New Curriculum

How does the curriculum meet the required elements set out in this national framework?

Our Curriculum will meet the four purposes set out by the National Curriculum. This is through all elements of school life, both in subject areas as well as wider school experiences. The school has Curriculum Leaders established in order to implement the New Curriculum requirements in each

of the six key areas: Languages, Mathematics and Numeracy, Science and Technology, Expressive Arts, Humanities and Health and Wellbeing . These leaders have been auditing, refining and planning towards the new curriculum requirements and the four purposes.

How is the school is approaching learning progression and its arrangements for assessment;

The school will be approaching progression by applying the principles of progression. These will be used as a means of improving teaching and learning. Curriculum areas will use the Progression Steps making them explicit. They will influence our knowledge of where pupils are going to in their learning, what stage they are at in the learning and also what it is they need to target their progression to improve. They will be used formatively in order to develop teaching and learning across the school.

How will the curriculum be kept under review, including the process for feedback and ongoing revision'

The curriculum will be an ongoing process with our CPD programme/Professional Learning Plan providing opportunities for its revision during the year. These are through the use of Inset days, work with the consortium and time given in our directed time calendar for Peer working. Curriculum Leaders and stakeholders will be give the opportunity to refine the curriculum and this is seen as an ongoing process.