

St Theresa's Catholic Primary School

Curriculum Intent Statement

Our Vision and Ethos

At St Theresa's Catholic Primary School, our curriculum is a living expression of our Catholic faith, rooted in the life and teachings of Jesus Christ. Inspired by Bishop Malcolm McMahon's words, we believe that the Christian life is a call to deeper communion with God and with one another, reflected in our school family where every pupil, regardless of background or ability, is welcomed, treasured, and supported to become the person God calls them to be.

Our curriculum intent is to provide a rich, ambitious, and inclusive Catholic education that nurtures the whole child — spiritually, morally, socially, culturally, and academically — in line with our vision and values. We aim to develop independent, confident, and successful learners with high aspirations who are equipped to make positive contributions to their communities and wider society.

Curriculum Intent: Ambition, Inclusion, and Equity

We recognise the unique context of our school community. Located in the Bold Ward, identified by the November 2025 Index of Deprivation as within the lowest 0.2% nationally for socio-economic indicators, many of our families face significant challenges including unemployment and limited life choices. Our curriculum is designed to overcome these barriers by offering every pupil entitlement to an ambitious, broad, and balanced education that promotes equity and social mobility.

We embrace the principles of the Jersey Schools Review Framework, which emphasises the **4 Pillars** of curriculum quality:

- **Development of the child** — nurturing knowledge, skills, attitudes, and values for lifelong learning and citizenship.
- **Entitlement** — providing statutory and enriching learning opportunities appropriate to each phase.
- **Equity** — ensuring all pupils, especially those disadvantaged, access the full curriculum.
- **Quality** — delivering well-sequenced, coherent learning experiences that build progressively.

Our curriculum embodies these pillars by fostering children's self-worth, cultural capital, and aspirations through a knowledge-rich, values-driven programme that prepares them for life in modern Britain and beyond.

Language, Literacy, and Oracy: Foundations for Success

Language development is central to our curriculum intent, reflecting the latest evidence from the DfE Reading Framework (2023) and the Initial Teacher Training and Early Career Framework (2024). We understand that early mastery of language skills underpins access to the entire curriculum and future success.

Key elements include:

- **Oracy as a whole-school priority:** We embed oracy strategies to develop pupils' ability to articulate their thoughts clearly, reason effectively, and engage confidently across all subjects and social contexts. Our approach includes the use of Tongue Fu Talking techniques to maximise purposeful talk opportunities.
- **Reading for knowledge and pleasure:** We implement the CUSP Reading programme, a research-informed, structured approach that uses ambitious, diverse texts to build vocabulary, fluency, and deep comprehension. Systematic phonics instruction is delivered daily through the RWI programme in EYFS and KS1 to ensure decoding skills.
- **Explicit vocabulary teaching:** Using the Frayer model and tiered vocabulary lists, we teach subject-specific and abstract concepts systematically to deepen understanding and support knowledge transfer.
- **Writing with purpose and accuracy:** Pupils learn to express ideas clearly and accurately, adapting their writing for different audiences and purposes.

Our curriculum ensures that pupils master foundational language and literacy skills before progressing, building confidence and resilience in learning.

Cultural Capital and Broadening Horizons

We are committed to equipping pupils with the **cultural capital** they need to succeed academically and socially, recognising its critical role in social mobility (Bourdieu, 1973; Ofsted, 2025). Our curriculum provides rich experiences and knowledge that extend beyond the classroom, including:

- Local heritage and global awareness through history, geography, and community projects.
- Engagement with diverse cultures and faiths, including Black History Month, Refugee Week.
- Opportunities to participate in arts, sports, residential visits, and public performances.
- Citizenship education that fosters compassion, inclusivity, and a sense of responsibility.

Key concepts run as thematic threads throughout subjects, enabling pupils to make meaningful connections, deepen understanding, and apply knowledge flexibly in new contexts.

Curriculum Implementation: Research-Informed Teaching

Our teaching is underpinned by **Rosenshine's Principles of Instruction**, integrating cognitive science and effective classroom practice to maximise learning:

1. Begin lessons with review and retrieval practice.
2. Present new material in manageable steps with guided practice.
3. Use frequent questioning to check understanding.
4. Model processes clearly.
5. Scaffold learning for complex tasks.
6. Monitor and provide feedback to ensure high success rates.
7. Encourage independent practice and regular review.

This approach ensures that pupils build secure schemata, avoid misconceptions, and develop mastery over key knowledge and skills.

Early Years and Key Stage Progression

- In **EYFS**, children experience a language-rich environment with quality interactions, shared books, role-play inspired by texts, and targeted talk interventions such as Early Talk Boost. Phonics is taught daily through RWI with groups based on ability.
 - In **KS1 and KS2**, literacy teaching is driven by high-quality texts carefully selected to expose pupils to rich vocabulary and diverse perspectives. The use of CUSP develop comprehension and subject-specific language. Phonics continues until fluency is achieved. Non-core subjects are supported by text-based learning to reinforce vocabulary and knowledge.
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Summary

Our curriculum at St Theresa's Catholic Primary School is a coherent, ambitious, and inclusive programme that nurtures the whole child in faith and learning. It equips pupils with the knowledge, skills, values, and cultural capital necessary to thrive academically and personally. Through a focus on language, oracy, cultural experiences, and research-informed teaching, our pupils are prepared to be compassionate, thoughtful citizens of Great Britain and the wider world.