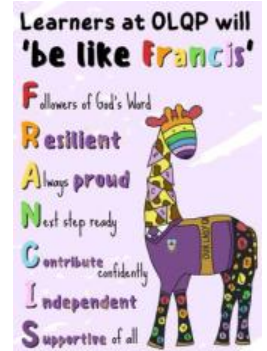



Our rationale for the curriculum at Our Lady Queen of Peace is driven by the aim that when children leave us in Year 6 they are 'ready' for secondary school and that we have provided them with the knowledge, skills and attributes to continue to be successful learners.

With this in mind, our five school 'Purple Powers' underpin our Mission Statement and contribute to what a learner at Our Lady's should be like (Be like 'FRANCIS').

Our Purple Powers are:

I am Supportive
 I am Contribute
 I am Resilient
 I am Independent
 I am Proud



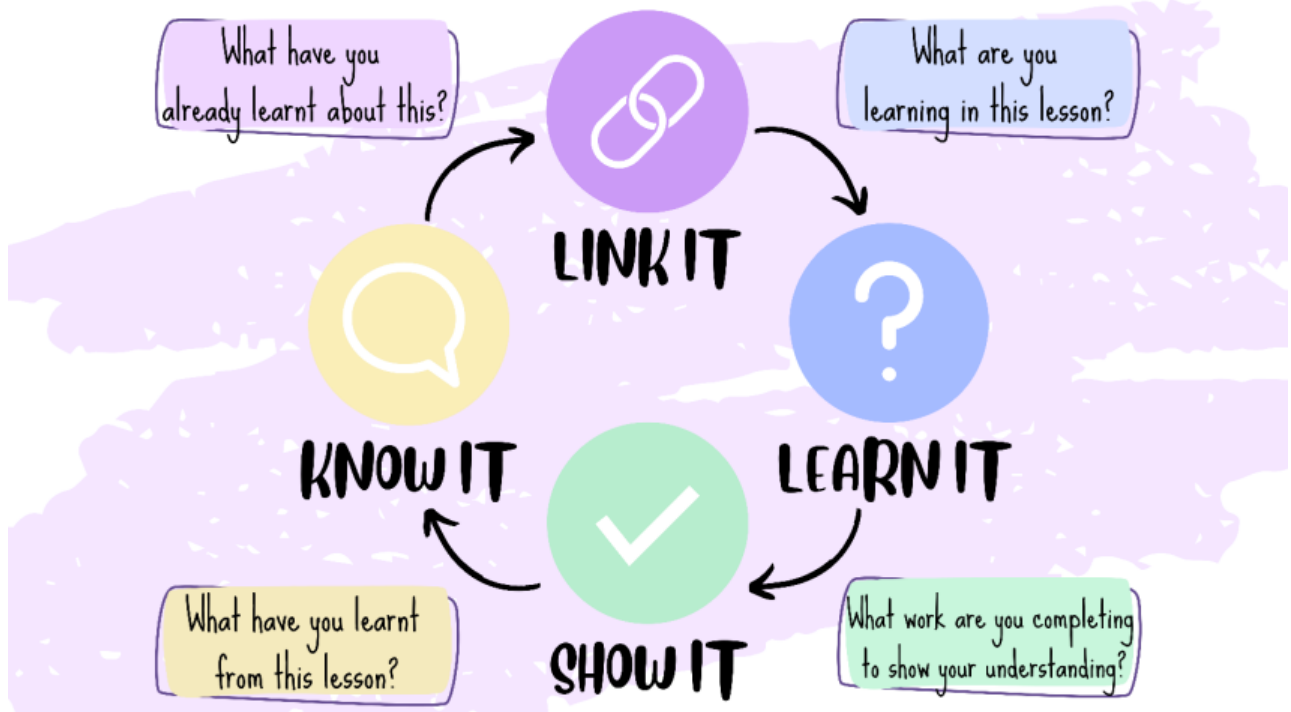
OLQP's Mission Statement linked to 'Purple Powers' and 'Be like FRANCIS'				
Mission Statement:	<i>To Love</i> "My command is this: Love each other as I have loved you" (John 15:12)	<i>To Share</i> "Freely you have received; freely give" (Matthew 10:8)	<i>To Believe</i> "Everything is possible for one who believes" (Mark 9:23)	<i>To Achieve</i> "Thanks be to God! He gives us the victory through our Lord" (1 Corinthians 15:57)
Purple Powers:	I am Supportive	I am Contribute	I am Resilient I am Independent	I am Proud I am Resilient I am Independent
Learners at OLQP will be... 	F ollowers of God's Word S upportive of all	F ollowers of God's Word C ontribute confidently	F ollowers of God's Word R esilient A lways proud I ndependent	R esilient A lways proud N ext step ready I ndependent
Implementation: <i>Learners at OLQP will have access to...</i>	<p>A diverse school environment with children from different cultures, countries and abilities.</p> <p>Opportunities to work alongside to support or gain support from their peers.</p> <p>Caring staff who are always ready to listen and help.</p> <p>Inclusive lessons and school events so that all children can take part.</p>	<p>Collaborative and interactive 'learn it' parts of lessons.</p> <p>Lessons which engage and encourage talk opportunities within different groupings.</p> <p>Chances to put themselves forward for different roles and responsibilities across the school.</p> <p>Subject leaders who will listen to pupils' views in their subjects.</p> <p>Opportunities to fundraise for a range of charities and take part in whole school events and themed days/weeks.</p>	<p>Lessons which encourage children to work independently to 'show it'.</p> <p>Different levels of challenge in lessons to keep building on their understanding.</p> <p>Chances to reflect on or showcase their own understanding and learning.</p> <p>An environment where there is always more to learn, improvements to be made or a next steps to complete.</p> <p>Lessons/activities which promote our Catholic faith and beliefs.</p> <p>A school where risk-taking is encouraged in a safe and supportive way.</p>	<p>Supportive and friendly staff who see every child's potential to achieve.</p> <p>Lessons which are adapted to meet the needs of all learners.</p> <p>Lessons which encourage children to recall and check that they 'know it'.</p> <p>An environment where there is always more to learn, improvements to be made or a next steps to complete.</p> <p>Achievement assemblies to celebrate our successes together.</p> <p>A school with consistently high data outcomes for children across the school.</p>

Each individual subject area contributes to our whole school curriculum aims through how they link their own intent and visions to our 'Purple Powers'. This allows children to build on these learning attributes throughout all areas of our curriculum; to 'Be like FRANCIS' and demonstrate the skills needed to continue being effective learners for life.

The curriculum at Our Lady Queen of Peace has been designed to enable children, across all subjects, to acquire and remember the key knowledge and skills they need for their level. To ensure this, individual subjects have been mapped and ordered and we have implemented a way of teaching which we believe leads to learners who aspire to 'Be like FRANCIS' – **next step ready** - and make progress in their learning.

We want our learners to be confident when facing learning challenges and recalling their understanding so we endeavour to teach in such a way which allows children to make connections to prior learning and focus on the retrieval of the key outcomes of their lessons. We believe that in doing so, we will give the children at our school the opportunity to revisit, repeat and reflect on their learning to help cement their substantive and disciplinary knowledge across a wide range of subjects.

Therefore, at OLQP, the implementation of our curriculum gives pupils the opportunity to:

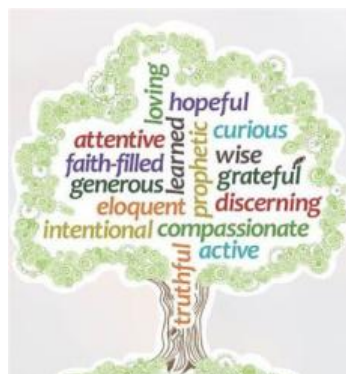


For more information on this schema, please read our 'Curriculum Schema' document.

As a proud Catholic school, an integral part of our curriculum is educating our children about the Jesuit 'Values and Virtues' held by an active Christian and how they can **share** these with others. We actively look for children to embody these values as they learn, build relationships and support one another and these are celebrated in weekly achievement assemblies.

Grateful for our own and other's gifts and the gift of each new day. **Generous** with the gifts we have been given.

Attentive to what we put our minds to. Being **discerning** about the choices we make and how they can effect others.



Intentional in how we live and treat the earth kindly. **Prophetic** in the example we set to others.

Compassionate towards everyone, especially those less fortunate. Being **loving** in our words and actions.

Faith-filled in our beliefs and **hopeful** for the future.

Eloquent and **truthful** in what we say and how we treat others and the world.


Curious about everything. Being **active** in the world and changing what we can for the better.

Learned when looking for God in all things. Being wise in the way we use our learning.


In addition to this, we are aware of the impact the children at Our Lady Queen of Peace will have on the world; the variety of people they will meet; the unfairness they may witness and the challenges they will face in their future. To ensure they are prepared to tackle all of these and be advocates for good, we underpin our curriculum with the 9 Catholic Social Teaching themes.

We **believe** that through exploring Jesus's teachings and a focus on these themes, every child at our school (regardless of their religious background) can become responsible global citizens and will have the tools to be able to **share** God's **love** and make the world a better place.


OLQP Catholic Social Teaching




Parroti the Paragon
Taking part



Popey the Pippoketea
Putting people in most need first



Uniti the Sun bear
Showing we care






Chikoni the Giraffe
Thinking of everyone

Participation
We all have the right and duty to participate fully in society.




Option for the poor
The needs of the poor and vulnerable should be put first.

Solidarity
God created us as one global family called to support our brothers and sisters.




Common Good
We are called to work for the good of each and of all.

PARTICIPATION **COMMON GOOD** **DISTRIBUTIVE JUSTICE**






OPTION FOR THE POOR **HUMAN DIGNITY** **STEWARDSHIP**






SOLIDARITY **PROMOTING PEACE** **SUBSIDIARITY**


Human Dignity
We are beautifully made in the image and likeness of God.




Let the Goat
Everyone is special




Di the Dolphin
Sharing fairly



Sofa the Sloth
Caring for God's gifts









Set the Sheep
Everyone should have a say



Daisy the Dove
Being peacemakers

Areas of Catholic Social Teaching linked to our school Mission Statement, 'Purple Powers' and 'Be like FRANCIS'

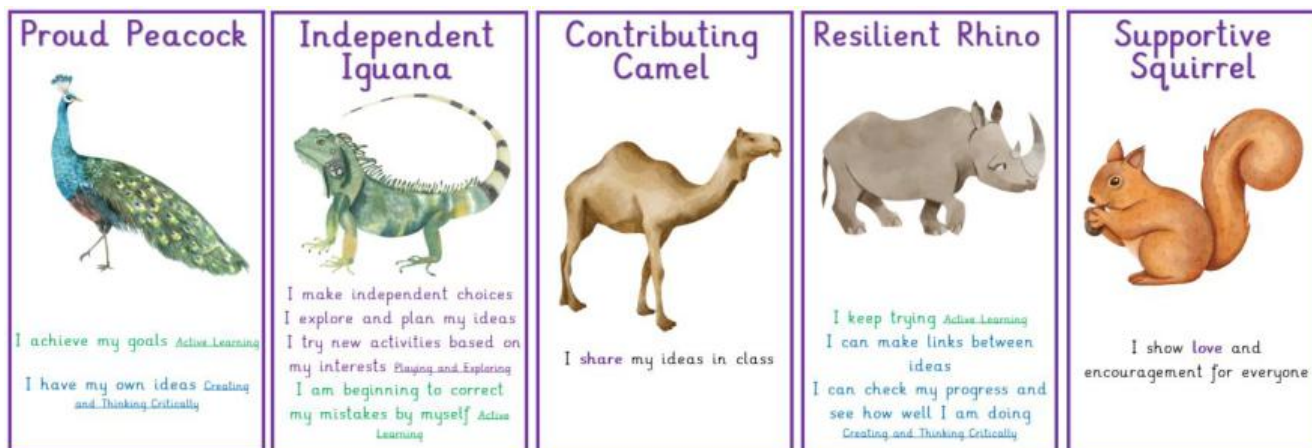
To Love	To Share	To Believe	To Achieve
<p>"Love each other as I have loved you" (John 15:12)</p>	<p>"Freely you have received; freely give" (Matthew 10:8)</p>	<p>"Everything is possible for one who believes" (Mark 9:23)</p>	<p>"Thanks be to God! He gives us the victory through our Lord" (1 Corinthians 15:57)</p>
 HUMAN DIGNITY  COMMON GOOD  STEWARDSHIP  SOLIDARITY	 COMMON GOOD  PARTICIPATION  DISTRIBUTIVE JUSTICE  SUBSIDIARITY  OPTION FOR THE POOR	 HUMAN DIGNITY  STEWARDSHIP  SOLIDARITY	 COMMON GOOD  PARTICIPATION  PROMOTING PEACE
<p>Followers of God's Word Supportive of all</p>	<p>Followers of God's Word Contribute confidently</p>	<p>Followers of God's Word Resilient Always proud Independent</p>	<p>Resilient Always proud Next step ready Independent</p>

To find out more about these areas – see the 'Catholic Life' part of our website.

Early Years Foundation Stage at Our Lady Queen of Peace:

At OLQP, the aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can become active citizens of society and happy, curious life-long learners.

Planning for the curriculum and children's learning in Reception is supported using the non-statutory Development Matters guidance, which offers the skills and knowledge that contribute to the children attaining their Early Learning Goals. Through a combination of adult led teaching and activities, as well as opportunities for Child Initiated learning, our pupils have opportunities to link learning to their play whilst supporting the development of the characteristics of effective teaching and learning in EYFS: playing and exploring, active learning, creating and thinking critically. These characteristics have been linked to the Purple Powers and 'Be like Francis' outcomes that are continued through KS1 and KS2. This ensures that our pupils can continue to grow these skills which in some schools are phased out once the child leaves Reception.



Our topics have been chosen to allow the child to learn about themselves and their place in their immediate family and environment before learning about the diversity that their school and world offers. The overarching topics of: Getting to Know You, What on Earth? and Come Outside provide the opportunities for cross curricular learning through the 7 areas of the EYFS curriculum – Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

At OLQP we recognise that oracy not only improves academic outcomes but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. As a high proportion of our pupils speak English as an additional language or are new arrivals to the UK, many of our pupils arrive below national expectations for their age. We structure the day with routines that pupils thrive in, allowing them to feel safe, settled and to begin the rapid language acquisition that allows them to make at least good progress in all areas of the EYFS curriculum. Ambitious vocabulary is used and explained as well as talk being modelled by the staff during teaching opportunities and general interactions.

Years 1-6 Curriculum at Our Lady Queen of Peace:

Across Key Stage One and Key Stage Two, we have designed our curriculum so that children are given a wide range of learning opportunities in both core and foundation subjects. We follow the National Curriculum expectations for each year group and, with the help of our curriculum schema (see picture on page 3), allow children the chance to make connections and recall key learning to help them confidently remember what they have been taught. Lessons are taught in single aged, mixed ability classes where lessons are adapted to ensure all children are accessing the same learning objective. For our lowest 20% (or those who needs extra support) purposeful interventions are in place and tracked by subject coordinators and the SENDCO. We have high expectations of those children who have SEND and adapt lessons so that all children can make their intended progress or meet their individual targets.

Our curriculum design is 'interconnected' with year groups adopting themes which have either a historical/geographical foundation. Within these themes, learning takes place in discrete subjects which complement children's acquisition of knowledge by giving them relevant connections. For example, as part of their 'Mesoamerican Mysteries' theme, children in Year 5 will be Geographers and learn about

the landscape of Mexico; Historians as they explore the Ancient Maya civilisation; Artists when creating self-portraits in the style of Frida Kahlo and Designers when they make a healthy Mexican dip or dish in DT. We know how valuable these links can be to cement children's understanding, however we are also aware of making sure the skills and academic fidelity of each individual subject is not lost. This is why we have made the conscious decision to move away from a 'theme book' (from Sept 2023) to the children having individual History, Geography, Art and DT books which can travel with them to allow recall of previous learning and track progression in subjects more effectively.

We have spent time as a staff reviewing key foundation subjects to ensure that medium term planning is arranged into subject areas and focusses on the substantive and disciplinary knowledge children need to know in these subjects at the end of each year group; regardless of the theme it is connected to. For example, in Art and DT, we ensure stand-alone lessons build-up the skills which are required (not just a final product) and these can be found in children's Art/DT books or art sketch books.

Our class visual timetables also help to make the subject being taught explicit so the children know what lessons they are learning and which future careers these might connect to.



Some subjects do not lend themselves to strong interconnected links with our class theme so therefore these are taught as stand-alone. The core subjects of English, Maths and Science are usually delivered discretely however in English, class teachers may choose high-quality class texts which complement their themes. In Maths we follow the White Rose Hub scheme of teaching and learning and this ensures knowledge is sequenced across year groups and whole school effectively. As a Catholic school, our RE curriculum follows the Diocese of Birmingham's planning structure. We follow schemes of learning for our Music, Foreign Languages (from Year 3 onwards), PSHE and Computing curriculum. Across the school, computing is taught by our computing and online safety coordinator to ensure our children are being given the best and most up-to-date provision they can be.

Science is mapped across the school to ensure purposeful contexts for when it is taught. For example, children in Year 2 learn about Properties of Materials in science at the same time as the 'Great Fire of London'. This is because it helps them understand why the fire may have taken hold so quickly (i.e. flammable materials) or which materials' properties could be important when rebuilding London. Links to class themes also sometimes occur when children are working scientifically to give a purpose for their fair or comparative tests. For example, when testing friction, Year 3 children may be trying to help find the best material to stop the wheels of a chariot slipping as it races around the Circus Maximus.

Class teachers and subject leaders work together to design their curriculums on individual class and long-term subject overviews, where interconnected links can be seen. We make a conscious effort to ensure links are not tenuous and always start with the substantive and disciplinary knowledge which the children need to know at their year group stage. Trips and wider opportunities are planned in by the class teacher to compliment wider learning.

Reading is a high priority at OLQP as we recognise the huge importance it plays on a child's development. Due to this, when subject leaders think about their own subject's implementation, they consider how it can support reading (see individual subject's intent/implementation/impact documents). Through phonics sessions and reading VIPERS lessons we ensure children are regularly practising, building on and recalling the skills they need to become confident, fluent and comprehensive readers; however we also work on fostering a love of reading for pleasure too. We do this in a variety of ways from joint reading in classes every Friday afternoon to the Head teacher running reading groups and lending out books from her personal office library. We also have a 'Little OLQP Library' to encourage reading at home for both adults and children - we want every child to discover a life-long love of reading (for more information on reading at OLQP see our school website).

Leaders at Our Lady Queen of Peace monitor the curriculum content and give staff time for both subject and class reviews to ensure we are always adapting and improving what we offer our children.

Children think:

Lessons are creative, fun and educational and teach them to be successful, independent, followers of God and kind.

Paraphrased from Pupil survey '22 (see images above)

Parents think:

'My child really enjoys learning new things and gets more out of their learning when you immerse them in the subject through cross-curricular approaches.'

'All of my children enjoy school and progress well.'

'I love they have a huge variety of things to learn.'

Parent survey '22

Further documentation:

Further documents (which can be found on our website) to demonstrate our curriculum design are as follows:

- Individual subject long term overviews.
- Individual subject progression of skills documents.
- Individual subject intent/implementation/impact document.
- Year group long term overviews.
- 'Know it' Nuggets documents for subjects.
- Medium term planning for subjects.
- OLQP Curriculum schema document.