



Curriculum Rationale



Saint Joseph's
Primary School

Contents



- Who are we?
- What makes us unique at St. Joseph's?
- How we have designed our Curriculum
- How we are embedding the 7 principles
- Our core curriculum structure

I like learning inside and outside
the classroom
(Hannah Sophia P6)

Saint Joseph's is special
because our afterschool
clubs are cool (Thea P2)

You get to take part in lots of
Masterclasses where you get to
meet lots of other pupils from
across the school (Leo P2)

I love topic challenges
because they are
interesting and fun
(James P7)

I like how we learn new
skills through our topic
work (Ronan P5)

I like reading because we have
lots of books to learn from and
this makes reading fun.
(Rohan P5)

I love partner work because I can
share my ideas and this helps me to
learn (Caitlin P6)

I always feel included,
you are never left out.
(Amelia P3)

The school gives us lots
of challenge so you
always achieve your best
(Lewis P6)

You get to take part
in lots of Sporting
Activities
(Connell P3).

I like all the resources
we can use in Maths
(Lewis P4)

I like the way everybody
helps you at St. Joseph's
(Tasha P4)

I like the house points
because it makes us
work hard (Emily P1)

What makes us unique at Saint Josephs?

At Saint Joseph's we believe we have certain qualities which make us unique.

Our staff, pupils and parents agree that we:

- WARM and WELCOMING
- Are INCLUSIVE and NURTURING
- Work well as a TEAM
- Maintain a great ETHOS
- LISTEN and RESPECT each other
- Are HARD-WORKING and go the extra mile
- Are always FRIENDLY and APPROACHABLE
- Are CHILD-CENTRED our children always come first
- Are COMMITTED to PARENTAL INVOLVEMENT
- CARE about our children and families
- Have HAPPY children
- Provide a BREADTH of EXCITING learning opportunities
- Are committed to HIGH STANDARDS of Teaching tailored to individual needs
- Are willing to be FLEXIBLE and try new things
- Consider that HEALTH and WELLBEING is at the centre of what we do

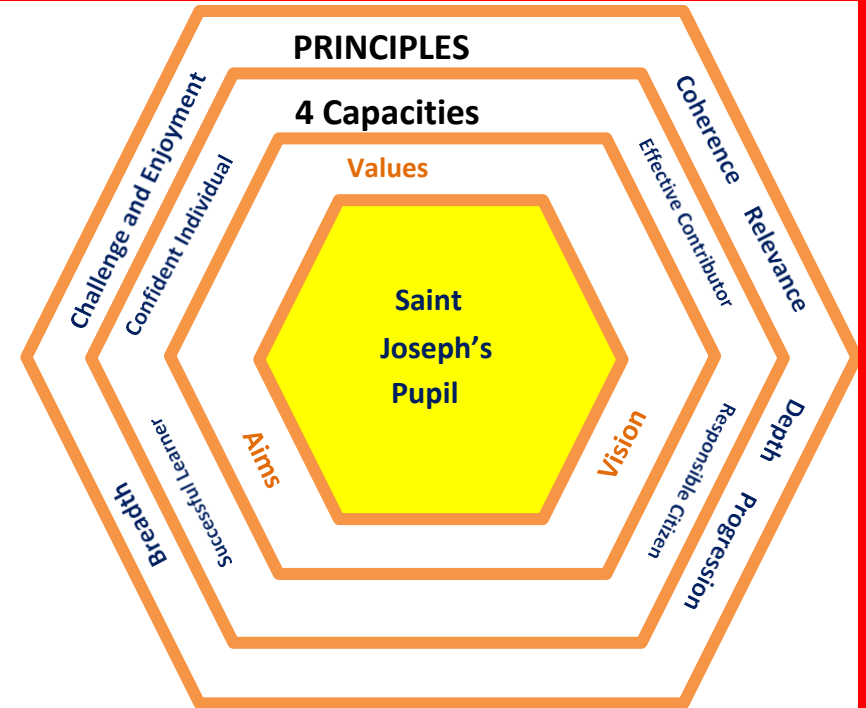


(May 2018)

How we have designed our Curriculum

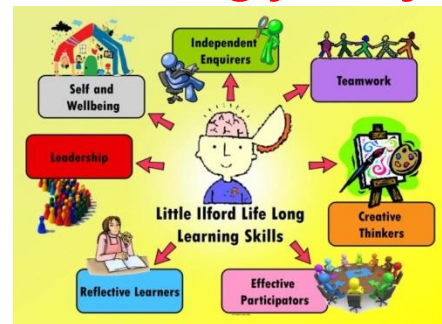
When considering the design of our Curriculum we wanted to ensure that we placed our learners at the centre of our planning.

As a school community we have spent time in ensuring that our Vision and Values is a true representation of who we are at Saint Joseph's and what we want for our learners.



Our School Vision

Learning for Life: Together in Faith



Our core Values define and shape our school and form the base layer of our curriculum.

Our School Values

Kindness

Honesty

Respect

Love

Creativity

Resilience



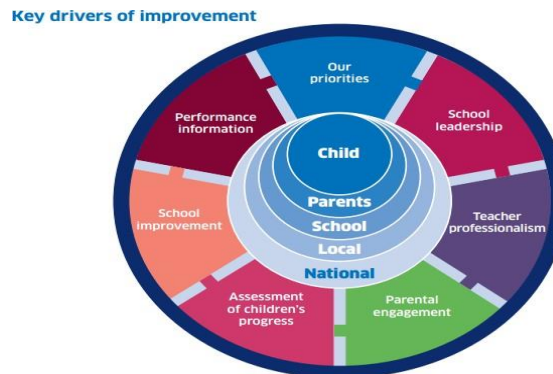
Our School Aims

1. Learning and Teaching-We strive to provide personalised support for all learners taking into account learning styles, additional support needs and accelerated learning for gifted pupils.
2. Vision and Leadership- We strive to follow our shared vision, led by example and model effective, distributive leadership at all levels.
3. Partnership-We strive to work effectively in partnership to improve outcomes for all learners.
4. People-We strive to work collaboratively together as a community to develop and sustain a culture of learning and achievement.
5. Culture and Ethos-We strive to promote an ethos based upon our Gospel values.

These values are at the heart of everything we do. We plan to regularly revisit our Vision, Values and Aims to ensure that they continue to reflect what we want for our Learners at Saint Joseph's Primary school.

National Improvement Framework

How we at St. Joseph's ensure that our children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.



Our Curriculum Drivers

- Our curriculum is built on a foundation of raising attainment through embedding Language and Literacy, Maths and Numeracy and Health and Wellbeing skills, knowledge and attributes.
- Our learning and teaching develops a passion for learning through curiosity, wonder, personalisation and choice.
- Building and developing relationships with parents and carers.
- Child led learning through play based opportunities.
- Promotion of cooperative learning skills.
- Development of co-operative and independent learning through Health and Wellbeing.
- Meeting the needs of all our pupils through support and challenge.
- Providing opportunities for all of our pupils to set targets, monitor achievement and set next steps so they become successful independent lifelong learners.
- Developing our young workforce by linking learning to real life contexts and experiences.
- Preparing pupils for Transition and the world of work.

Personalisation and Choice

Our next consideration when planning the Curriculum was to ensure that we helped our children to develop the attributes and capabilities of the 4 capacities.

This we believe will allow them to flourish in life, learning and work both now and in the future.

Our aim is to provide opportunities for our learners to become:

- **Successful Learners,**
- **Responsible Citizens,**
- **Confident Individuals**
- **Effective Contributors.**

successful learners	confident individuals	responsible citizens	effective contributors
attributes <ul style="list-style-type: none">• enthusiasm and motivation for learning• determination to reach high standards of achievement• openness to new thinking and ideas	attributes <ul style="list-style-type: none">• self-respect• a sense of physical, mental and emotional well-being• secure values and beliefs• ambition	attributes <ul style="list-style-type: none">• respect for others• commitment to participate responsibly in political, economic, social and cultural life	attributes <ul style="list-style-type: none">• an enterprising attitude• resilience• self-reliance
capabilities <ul style="list-style-type: none">• use literacy, communication and numeracy skills• use technology for learning• think creatively and independently• learn independently and as part of a group• make reasoned evaluations• link and apply different kinds of learning in new situations.	capabilities <ul style="list-style-type: none">• relate to others and manage themselves• pursue a healthy and active lifestyle• be self-aware• develop and communicate their own beliefs and view of the world• live as independently as they can• assess risk and make informed decisions• achieve success in different areas of activity.	capabilities <ul style="list-style-type: none">• develop knowledge and understanding of the world and Scotland's place in it• understand different beliefs and cultures• make informed choices and decisions• evaluate environmental, scientific and technological issues• develop informed, ethical views of complex issues.	capabilities <ul style="list-style-type: none">• communicate in different ways and in different settings• work in partnership and in teams• take the initiative and lead• apply critical thinking in new contexts• create and develop• solve problems

At Saint Joseph's Primary we follow the advice and guidance found in Curriculum for Excellence. The Curriculum for Excellence documentation identifies SEVEN PRINCIPLES for curriculum design:

- ❖ **Challenge and enjoyment**
 - ❖ **Breadth**
 - ❖ **Progression**
 - ❖ **Depth**
- ❖ **Personalisation and choice**
 - ❖ **Coherence**
 - ❖ **Relevance.**

How we are embedding the 7 principles

At Saint Joseph's Primary we take all 7 principles into account as we view them as core foundations in ensuring that each pupil develops and learns fully. They also form the basis for evaluation and review for us as a Leadership Team and Teaching Community.

Principle	How we achieve it at Saint Joseph's Primary
<h2 data-bbox="293 448 517 507">Breadth</h2> <p data-bbox="152 520 658 711"><i>(All children and young people should have the opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life)</i></p>	<ul data-bbox="741 440 2085 735" style="list-style-type: none"> • Breadth is achieved by designing learning activities and contexts based on all the experiences and outcomes • Our staff plan for all pupils to have the opportunity to make good progress through all experiences and outcomes • Pupils work through all experiences and outcomes at a pace which ensures secure understanding and the ability to apply their learning in different contexts • More time is provided for areas of the curriculum where pupils require additional learning, time, support etc. • Pupils are provided with motivating and challenging activities within all experiences and outcomes to ensure they have the opportunity to experience aspects such as skills for learning, life and work • Holistic assessment opportunities allow pupils to demonstrate breadth of learning – that comes from a range of Es and Os across different organisers
<h2 data-bbox="320 786 495 845">Depth</h2> <p data-bbox="152 858 658 1058"><i>(There should be the opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.)</i></p>	<ul data-bbox="741 778 2078 1002" style="list-style-type: none"> • Pupils are given opportunities to become more secure in their learning rather than moving quickly from one topic or level to the next • Collaboration between staff and pupils allows them the opportunity to add depth to learning by spending time discussing learning, explaining it to others, applying knowledge and skills in a variety of contexts and probing and researching particular issues • Staff use informed professional judgements about when pupils require further learning activities and contexts to secure learning within a level and when they need to move onto more challenging activities/levels.
<h2 data-bbox="208 1090 607 1233">Challenge and Enjoyment</h2> <p data-bbox="152 1246 658 1430"><i>(Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their efforts.)</i></p>	<ul data-bbox="741 1082 2085 1481" style="list-style-type: none"> • Staff have high expectations of what pupils can achieve • Activities are suitably challenging, engaging and motivating, encouraging high aspirations and ambitions for all pupils. We provide a range of higher order thinking (HOTS) activities to challenge our pupils. • Planning within the experiences and outcomes focuses on creating opportunities for pupils to actively engage in learning • Tasks selected are differentiated to present an appropriate challenge for all pupils • Resources are developed or selected to promote active learning and are relevant to pupils needs and the school / community context • Activities promote opportunities to develop and demonstrate creativity and innovation for example STEM challenges • Pupils have opportunities to overcome challenges and achieve success • There are opportunities for personal achievement across a range of different contexts. • Holistic assessment provides challenge – requiring pupils to use a range of higher order thinking skills such as analysis, creation, evaluation, problem solving, tackling multi step tasks, interpreting tasks

Principle	How we achieve it at Saint Joseph's Primary
<h2 data-bbox="241 336 566 395">Progression</h2> <p data-bbox="152 405 656 584"><i>(Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too Early.)</i></p>	<ul data-bbox="741 357 2092 746" style="list-style-type: none"> • The organisation of experiences and outcomes into levels helps to plan for progression to meet the differing needs of learners, from those pupils who enter primary schools still requiring support for their learning at early level to those at the later stages who are ready to be challenged by more advanced concepts and contexts • Formative assessment evidence is actively used to allow teachers to make professional judgements about pupils' progress. This will inform when they are ready for the challenge of new and stimulating learning contexts • Summative (including holistic assessment) is used as further evidence to allow teachers to make a professional judgement about a pupil's progress. • Achieving a level - At Primary 1 , Primary 4 and Primary 7 - Scottish National Standardised Assessments provide diagnostic reports detailing areas where pupils have shown particular success or where they require further development. These assessments will help teachers to make decisions about the next steps in learning, both for individual pupils, and in terms of the particular approaches used in the classroom. They also provide teacher with additional information to consider when making a professional judgement on a child's progress in achieving the relevant Curriculum for Excellence level.
<h2 data-bbox="253 799 555 858">Coherence</h2> <p data-bbox="152 873 656 1206"><i>(Taken as a whole, learning activities should combine to form a coherent experience with clear links between the different aspects of learning, including opportunities specifically planned to draw different strands of learning together. All children and young people have an entitlement to a curriculum which they experience as a coherent whole, with smooth and well-paced progression through the experiences and outcomes, particularly across transitions. Those planning the curriculum have a responsibility to plan in partnership with others how they will jointly enable children to move smoothly between establishments, building on prior learning and achievement in a manner which meets learners' needs.)</i></p>	<ul data-bbox="741 791 2092 1177" style="list-style-type: none"> • Pupils experience a blend of programmes and studies across curriculum areas or subjects, interdisciplinary studies, opportunities for personal achievement and learning • Where appropriate, partners are a particular feature of planning • Through highly motivating contexts pupils see the links between different aspects of learning within and across subjects, curriculum areas and in interdisciplinary studies • There is coherence and consistency in the development of literacy, numeracy, health and wellbeing and other skills for learning, life and work • Staff promote coherence in learning by using their overview of learning across the curriculum and their flexible approach to time management • In preparation for transition to secondary stages, pupils develop a clear understanding of individual areas and subjects in the curriculum and how they promote progression. They experience this through well designed interdisciplinary studies.

Principle	How we achieve it at Saint Joseph's Primary
<p data-bbox="188 256 622 400">Personalisation and Choice</p> <p data-bbox="147 416 663 539"><i>(The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.)</i></p>	<ul data-bbox="741 248 2051 603" style="list-style-type: none"> • Staff use their knowledge of pupils' prior experiences, learning and interests to provide customised support and feedback during teaching • Pupils have opportunities to undertake personal projects and have choice in a variety of activities • Pupils are involved in the planning and assessment processes • Pupils are encouraged to pursue aspects of learning independently • There are opportunities for personal achievement across a wide range of cultural sporting and community areas both within and out with school for example we have strong community and interschool's links which allow the pupils to take part in interschool's competitions such as the Young Writer competition, the Euro Quiz, the Round Table Writing and Art competitions, the Rotary Club interschool's quiz and the Mock Court case which provide skills for learning life and work. Pupils also take part in the interschool's Netball League and the George Allan and Round table Football Leagues.
<p data-bbox="264 627 551 683">Relevance</p> <p data-bbox="147 699 663 799"><i>(Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.)</i></p>	<ul data-bbox="741 619 2069 807" style="list-style-type: none"> • The curriculum content connects with the child's experience, learning and interests in and beyond the school environment • Staff use their in-depth knowledge of the whole child during learning and teaching to inform and shape contexts for learning • Pupils know why, what and how their learning relates to everyday life in their family, local community and the world of work.

Our core Curriculum Structure

When designing our curriculum we took a number of key factors into consideration. We considered what we wanted our **learners to look like** at Saint Joseph's Primary school and took the following factors into consideration:

- ❓ **The needs of our local area**
- ❓ **Our attainment results**
- ❓ **What our learners and families wanted**
- ❓ **What was needed to support our learners to enable them to become 21st Century Citizens**

Furthermore, we decided that once our Learners had reached P7, we wanted them to have developed the following:

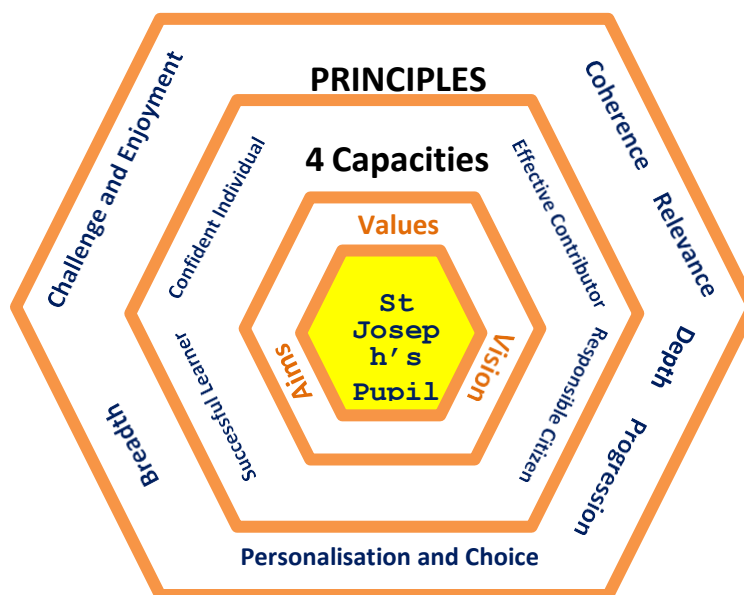
- ❓ **Transferable skills**
- ❓ **Critical thinking**
- ❓ **Resilience**
- ❓ **Problem solving**
- ❓ **Adaptability**
- ❓ **Core literacy and numeracy skills**
- ❓ **Collaboration**
- ❓ **Communication skills**
- ❓ **Confidence**
- ❓ **Flexibility of thinking**
- ❓ **Social skills**
- ❓ **Healthy attitudes**
- ❓ **Moral values**
- ❓ **Commitment to self-development**
- ❓ **Secure use of technology**
- ❓ **Respect / empathy / tolerance**
- ❓ **Metacognition**
- ❓ **Responsibility**

(November 2019)

At Saint Joseph's we believe our curriculum provides our learners with many of the opportunities they will need to develop and shape these characteristics. However, we believe it is our values, culture and ethos as a school that will help shape a number of these. We unanimously agreed that what we wanted was for our children to be happy, settled and feel safe.

Based on this we made the following key decisions:

1. We would organise our Curriculum Experiences under the 4 contexts for learning as highlighted by Education Scotland.
 - Curriculum areas and subjects
 - Interdisciplinary learning
 - Ethos and life of the school
 - Opportunities for personal achievement.
2. We would seek to ensure that **Health Education** remained a high priority as we wanted to support our children to be resilient, sociable learners who developed healthy attitudes
3. We would prioritise **Literacy and numeracy and Health and Well Being as core areas.**
4. We decided to **BUNDLE** the remaining **4** areas of the curriculum in an Interdisciplinary way – We included: Social Studies, Science, RME, Technologies and Expressive Arts. This decision was taken to ensure that our children gained a breadth of experience and were able to transfer skills.
5. We wanted our learners to have opportunities to **work together** as a school community. Our learners have opportunities at class, stage and whole school level for this.
6. We wanted to ensure that we had a focus on the **SKILLS** our Learners were developing. We aim to develop our planning and assessment surrounding the skills for learning, life and work.
7. We decided that we needed **progressions** to ensure that our learners were developing at both age and stage appropriate level. **We have clear progressions for all areas of the curriculum.**



The 4 Contexts for Learning

The 4 Contexts for Learning

Curricular areas

- Literacy
- Modern Languages
- Numeracy
- Health and wellbeing
- ICT Skills Progression
- P.E. Skills Progression

IDL (Interdisciplinary Learning)

- IDL Bundles
 - Social Studies
 - Science
 - Technology
 - RME
 - Expressive arts
- IDL whole school themes

Ethos and Life of the School

We will provide opportunities for our children to:

- Exercise their responsibilities as members of a community developing strong links with the church.
- Participate responsibly in decision-making.
- Contribute as leaders and role models in the school.
- Offer support and service to others and play an active part in putting the values of the school community into practice.

Opportunities for personal achievement

We will provide opportunities for our children to:

- Develop their resilience and confidence.
- Experience a range of achievements in the classroom and beyond.
- Step forward to undertake activities which they find challenging.
- Work closely with different organisations
- Have their voices heard.

8 Curricular Areas

In session 2019-2020, we continuing to review resources at our assessment Framework – this will be then be updated

Curriculum Area	Description (What / How / Resources)	Assessment
<u>Literacy</u>		
<i>Reading</i>	<p>The CfE Experiences and Outcomes provide core framework</p> <ul style="list-style-type: none"> We use the structure of the West Lothian Literacy Progression pathways to organise our reading sessions. Progression of phonics through the Edinburgh Literacy scheme Key resources include – Lower School - Oxford Reading Tree Upper school - a variety of graded novels – including classics Lower School – Jelly and Bean and Literacy Richer Readers, Upper School ASN - Wellington Square, Read Write Inc., Barrington Stokes Dyslexia friendly mini- novels , Alba books, Nelson Thornes sound starter Pupils at all levels also have access to a range of novels [fiction and non-fiction] comics, newspapers, manuals, magazines, etc. We have a school library which all pupils can access. In addition all classes have their own class libraries. 	<ul style="list-style-type: none"> Children’s comprehension, accuracy and fluency through ongoing teacher, self and peer assessment. Results inform planning. Phonics checklist informs next steps. Nelson SWRT, Pm benchmark and YARCK Assessment use to plan for children which require further support. Reflective Reading planners – to ensure wide coverage Annual Pips results help support teacher assessment. ASN – The YARCK and PM benchmark Assessments SNSA at P1, P4 and P7.
<i>Writing</i>	<p>The CfE Experiences and Outcomes provide core framework</p> <ul style="list-style-type: none"> Through use of Big Writing approach Aspects of Active Literacy PM Writing scheme The Simple Modern Hand (Gourdie and Dick) Handwriting scheme (P1-7) Edinburgh Literacy Rich spelling strategy i.e. common words Phonics programme [focus on Jolly phonics, Edinburgh Literacy and Colourful Consonants] Nelson SWST Scholastic and Nelson Grammar / and through Literacy Rich Prim Ed resources 	<ul style="list-style-type: none"> West Lothian Literacy benchmarks/Writing Scale Continual formative assessment against success criteria by teacher, pupil and peer Termly Holistic Assessment. Unsupported pieces of writing [variety of genre] are used for moderation and assessment and for reflection with the teacher, peer or parent. These support pupils and teachers in identifying clear next steps / targets for future learning. SWST and Weekly spelling assessments. SNSA at P1, P4 and P7. The pupils are involved in discussing and evaluating their targets through learning conversations and learning logs.

Curriculum Area	Description (What / How / Resources)	Assessment
<i>Talking and Listening</i>	<p>The CfE Experiences and Outcomes provide core framework</p> <ul style="list-style-type: none"> Resources such as board games, listening CD's and computer games support learning. Pupils from P1 - 7 are required to prepare and deliver a solo talk on a termly basis, starting with projects of their own choosing and progressing to talks linked to key IDL topics. Opportunities also provided for speaking through assemblies /sharing assemblies. 	<ul style="list-style-type: none"> Continual formative assessment against success criteria by teacher, pupil and peer.
<p><u>Numeracy and Mathematics</u></p> <p><u>West</u></p>	<p>The CfE Experiences and Outcomes and benchmarks provide core framework</p> <ul style="list-style-type: none"> We use the West Lothian / Numeracy Progression. This allows us to plan from the benchmarks to key milestones, to Experiences and Outcomes. We use a variety of resources to support learning and teaching – key resources available would include Big Maths, Heinemann Active Maths, Heinemann and TJ. A broad range of resources are used to support learning - Through use of the Big Maths approach, Number Talks, Heinemann Active Maths, Tee jay, Rigour Maths ,Scottish Heinemann Maths, Rigour Maths and SEAL, and White Rose Maths . We also use a range of practical materials to support learning including 5 and ten frames, Rekenreks, Numicons, 2 and 3D shapes and various measuring devices Various interactive resources are also used such as Sumdog, iPad apps, and online learning resources and Maths board games to consolidate learning We try to make links to Developing the Young Workforce by linking our learning to real life contexts with the upper school completing the Daily Rigour and other Maths challenges. 	<ul style="list-style-type: none"> West Lothian Numeracy and Mathematics Benchmarks Continual formative assessment against success criteria by teacher, pupil and peer. Weekly mixed mental maths assessments. Summative assessment Termly Holistic Assessment. The pupils are involved in discussing and evaluating their targets through learning conversations and learning logs. SNSA at P1, P4 and P7.
<u>Modern Languages</u>	<p>The CfE Experiences and Outcomes provide core framework</p> <p>Our 2nd Language taught is French – we teach this from P1 – P7</p> <ul style="list-style-type: none"> We use the West Lothian Modern Languages Guidance to support Planning We use the Power Language Platform to assist teaching. 	<ul style="list-style-type: none"> Much assessment is completed orally through pair group work. At Primary 6/7 a writing assessment is carried out.

Curriculum Area	Description (What / How / Resources)	Assessment
<p style="text-align: center;">Health and Well Being</p> <p style="text-align: center;">West Lothian Framework</p>	<p>The CfE Experiences and Outcomes and benchmarks provide core framework.</p> <p>We have structured our learning in Health under key themes:</p> <ul style="list-style-type: none"> • MESP including Class Charters and Children's rights • Planning for choices and change • P.E • Food and Health • Substance misuse • relationships • Sexual Health and • Parenthood <p>There are some outcomes which are ongoing and feature in our classrooms on a daily / weekly basis.</p> <p>Other outcomes we teach in a stage specific order and some are highlighted to be taught through a whole school theme – in order for us to learn from each other. This is detailed in our <i>Saint Joseph's Health Curriculum Overview</i>.</p> <ul style="list-style-type: none"> ➤ We use a Skills progression for P.E to ensure that skills are taught in a progressive way. We follow the West Lothian P.E Progression to aid this. ➤ In teaching Sexual Health – we following the God's Loving Plan resource ➤ Other resources we use include: Health and Well Being Icepack resources, circle time, resilient kids, Prim Ed. 	<ul style="list-style-type: none"> • We use the West Lothian Health Framework to aid progression and identify key resources which enhance learning. • We use the make, say, write and do approach to assessing many aspects of Health. • The pupils are involved in discussing and evaluating their targets through learning conversations and learning logs

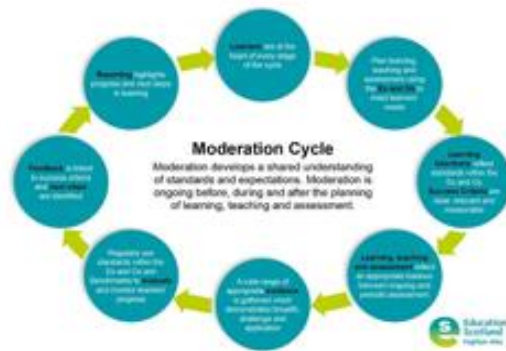
Our Numeracy Curriculum ...



Kindness Honesty



Respect Love



Our Literacy Curriculum ...



HEALTH AND WELLBEING RE-EXPLORED

3.1 HOW GOOD ARE WE AT ENSURING THE BEST POSSIBLE OUTCOMES FOR ALL LEARNERS



Recover



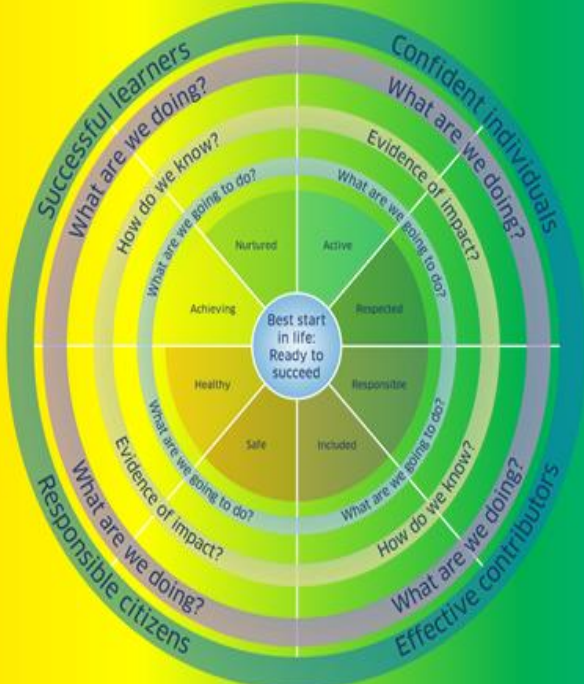
Reflect



Re-explore

HOW SUCCESSFULLY ARE WE COVERING THE HWB CURRICULUM?

What does the data tell us?



Food and Health

Planning for choices and changes

Physical Education

Substance Misuse

Road Safety

Relationship, Sexual Health and Parenthood

Outdoor Learning

Mental, Emotional, Social and Physical Wellbeing



IDL (Interdisciplinary Learning)

We plan for Interdisciplinary learning in stages and through whole school themes.

We value working together as a school community and plan to do this in stage groups, levels and vertically (P1-7). We believe working together in different ways promotes a positive school ethos and sense of community.

These themes are identified at the beginning of session; however, they allow room for flexibility for local, national and world events.

Planning in stages:

Social studies

West Lothian Social
Studies Progression
Framework

Science

West Lothian Science
Progression Framework

RME (Religious and moral Education)

West Lothian
RME Exemplified SALS

Technologies

West Lothian Framework

We follow the ICT skills progression for *ICT to enhance learning and Computing Science*

Expressive arts

West Lothian Framework

- The remaining curricular areas listed to the left are taught in an Interdisciplinary Way.
- The Experiences and Outcomes in each of these three areas are **BUNDLED over a 3 YEAR ROLLING PROGRAMME.**
- This ensures a **BREADTH** of opportunities for the children.
- We take account of the skills children need to learn through each of the areas and we make links to support and enhance learning. This ensures **PROGRESSION, COHERANCE** and **RELEVANCE.**
- We involve children in determining their learning by allowing opportunities for **PERSONALISATION AND CHOICE**, this allows for areas of interest to be studied in greater **DEPTH.** This we believe promotes **CHALLENGE AND ENJOYMENT** and fosters creativity, curiosity and opportunities for co-operative and independent learning.
- For reference – each area has a distinct progression, which can be referenced.

- Once we have determined the **BUNDLES** of learning for the year we are able to identify the skills that our children are required to learn.
- We plan assessment around the make, say, write and do approach.

Skills for Life, Learning and Work

At St. Joseph's Primary School, we take account of Developing Young Workforce skills to ensure that all learners have opportunities to develop across the identified core 8 skills. These should be integral to learning and to the learner's profile. We aim to develop the capacity of every pupil to be successful in their learning, confident in themselves, effective in their contribution to the school, their community and to society, and able to make responsible decisions now and in the future.

CREATIVITY	EMPLOYABILITY	SELF-MANAGEMENT	TEAMWORK	COMMUNICATION	THINKING	INTERPERSONAL	LEADERSHIP
Open mindedness Imagination Problem solving	Planning and organising Making decisions Team working Time management	Being creative Self-aware	Flexibility Respect Enthusiastic	Communicating with people Listening to people	Analysing Understanding Applying	Caring for people Helping people	Encouraging Demonstrating high expectations Inspiring

What does this look like at St. Joseph's Primary School?

We bundle experiences and outcomes taking into account the above skills to ensure learning is relevant, meaningful, within a context and with relevant links to skills made explicit through delivery, enabling pupils to develop a language of skills where they can articulate their own skills and next steps to make progress.

The Developing Young Workforce Pathway at St. Joseph's Primary School includes:-

Early Level (From Nursery and into P1)	First Level (P2-P4)	Second Level (P5-P7)
People who help us Enterprise Outdoor Learning Digital learning Languages and culture Planning and organising a community event Leadership of learning - Vertical Learning Groups	Collaborative and cooperative learning group tasks Careers discussion – 'Who uses skills like these...?' Showcase of learning – present to peers, parents and community Enterprise Healthy Body and Healthy Mind learning Outdoor Learning Digital learning Food technology Languages and culture Planning and organising a community event Leadership of learning - Vertical Learning Groups	Buddy/chum system House captain Enterprise My World of Work partnership with Academy Ambassadors Healthy Body and Healthy Mind learning Young Engineer Award activities Lead roles in school events – sports day, house rallies... Applications and interviews – JRSO and key roles K'Nex challenge Outdoor Learning Digital learning Food technology Languages and culture Planning and organising a community event Leadership of learning - Vertical Learning Groups

St. Joseph's Primary School

'Learning for life, together in Faith'

Guidance on using the planners:

- Bundling themes – these can be selected from the options suggested or from a choice of your own **as long as** this fits in with the bundled Experiences and Outcomes.
- Whilst some coverage of curricular areas (e.g., RME, Science) is present, discrete teaching will still be required.
- Scottish Focus – this column acts as a way of focusing in on specific Scottish culture/society/history if not already covered in the year.
- There is no set time frame or order to these themes – this is relative to the class interests and events throughout the year (e.g. – outdoor learning may be covered year round).
- Themes in bold – these are required at all stages and should not be missed out.
- To show time scale of coverage, there is an empty 2nd row below each organiser – please put in start/finish dates of theme.

St. Joseph's Primary School
Learning for life, together in Faith – Early Level – P1

Linlithgow focus	Outdoor Learning	Nativity	STEM	Economy DYW	Sustainability /Eco	Global citizenship (Geography Focus)	Social and cultural (History Focus)	Scottish Study
<ul style="list-style-type: none"> • Our School/ playground • People who help us 	<ul style="list-style-type: none"> • The Secret Garden • Weather and Seasons • 'We're Going on a Bear Hunt' • 'Percy the Park Keeper' • Plants and Planting • Mud Kitchen 	<ul style="list-style-type: none"> • IDL Focus • School Show/Showcase • Burns' Day 	<ul style="list-style-type: none"> • Fairyland • 'The Three Little Pigs' • 'Harry and the Robots' 	<ul style="list-style-type: none"> • People Who Help Us • Enterprise • Café 	<ul style="list-style-type: none"> • Recycling – 'Michael Recycle and Litterbug Doug' 	<ul style="list-style-type: none"> • Class charter • Fairtrade – Fruit 	<ul style="list-style-type: none"> • Toys • The Olden Days • Man on The Moon 	<ul style="list-style-type: none"> • Katie Morag • Robert Burns • Charles Renee Mackintosh
SOC 0-07a SOC 0-09a SOC 0-16a SOC 0-17a EXA 0-14a HWB 0-17a HWB 0-20a	SOC 0-07a SOC 0-08a SOC 0-12a SCN 0-01a SCN 0-03a HWB 0-25a HWB 0-50a	RME 0-01a RME 0-03a RME 0-07a EXA 0-01a EXA 0-14a EXA 0-15a EXA 0-16a HWB 0-11a HWB 0-12a	TCH 0-01a TCH 0-09a TCH 0-12a TCH 0-14a TCH 0-15a EXA 0-02a EXA 0-05a EXA 0-06a SCN 0-015a	SOC 0-07a SOC 0-15a SOC 0-16a SOC 0-17a SOC 0-20a HWB 0-12a HWB 0-13a HWB 0-20a MNU 0-09a (Money)	TCH 0-02a HWB 0-13a SCN 0-20a	SOC 0-15a RME 0-07a RME 0-09a HWB 0-09a HWB 0-10a	SOC 0-01a SOC 0-02a SOC 0-04a SCN 0-04a SCN 0-07a SCN 0-15a	
Article 28 Article 31 Education and play focus.	Articles: 24, 29	Articles: 15, 29, 30, 31	Articles: 28, 29	Articles: 26, 27	Articles: 12, 13, 24, 29	Articles: 12, 13, 17, 28	Articles: 28, 29	Articles: 29, 30

St. Joseph's Primary School
Learning for life, together in Faith – First Level - P2

Linlithgow focus	Outdoor Learning	School Show (every 2 nd year)	STEM	Economy DYW	Sustainability /Eco	Global citizenship (Geography Focus)	Social and cultural (History Focus)	Scottish Study
<ul style="list-style-type: none"> • The Loch • The High Street 	<ul style="list-style-type: none"> • Minibeasts • Gardening 	<ul style="list-style-type: none"> • IDL Focus • Nativity • Burns' Day 	<ul style="list-style-type: none"> • Treasure Island • The Airport • Puppets 	<ul style="list-style-type: none"> • Enterprise Christmas/ • Spring Fayre • The Post Office/Bank 	<ul style="list-style-type: none"> • Plastic Waste • Topical science - (relating to eco or conservation issues) 	<ul style="list-style-type: none"> • Class Charter • Fairtrade – Honey or sugar • Extreme Weather around the world • The Rainforest 	<ul style="list-style-type: none"> • Skara Brae • The museum (artefacts) 	<ul style="list-style-type: none"> • A famous Scot e.g. Andrew Carnegie
SOC 1-07a SOC 1-11a SOC 1-13a SOC 1-14a EXA 1-04a HWB 1-17a	SCN 1-01a SCN 1-02a SCN 1-14a SCN 1-15a MNU 1-20b MTH 1-21a SOC 1-08a	EXA 1-01a EXA 1-12a EXA 1-14a EXA 1-15a EXA 1-16a HWB1-11a HWB 1-12a	TCH 1-01c TCH 1-02a TCH 1-12a TCH 1-13a TCH 1-14a TCH 1-14b SCN 1-15a EXA 1-02a EXA 1-05a	SOC 1-15a SOC 1-16a SOC 1-18a SOC 1-20a SOC 1-21a SOC 1-22a HWB 1-12a HWB 1-13a HWB 1-20a MNU 1-09a MNU 1-09b (Money)	TCH 1-02a HWB 1-13a SCN 1-20a	SOC 1-12a SOC 1-12b SOC 1-13b SOC 1-15a SOC 1-17a RME 1-07a RME 1-09a HWB 1-09a HWB 1-10a	SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a	SOC 1-06a
Articles: 24,28,31 Education and play focus.	Articles: 24,29	Articles: 15,29,30, 31	Articles: 17,28,29	Articles: 12,13,26,27	Articles: 12,13,17, 29	Articles:12,13,15,16,17 Participating- Links to right to be consulted, included, access information etc....	Article 17,29,30	Articles: 2,7,8,14,29,30

St. Joseph's Primary School
Learning for life, together in Faith – First Level - P3

Linlithgow focus	Outdoor learning	School Show/ Showcase (every 2 nd year)	STEM	Economy DYW	Sustainability /Eco	Global citizenship (Geography Focus)	Social and cultural (History Focus)	Scottish Study
<ul style="list-style-type: none"> • Tourism in Linlithgow • Leisure in Linlithgow 	<ul style="list-style-type: none"> • Fauna around our School • Habitats 	<ul style="list-style-type: none"> • IDL Focus • Nativity • Burns' Day 	<ul style="list-style-type: none"> • Medieval Castles • The Toy Factory 	<ul style="list-style-type: none"> • Enterprise • Charities • Volunteer work 	<ul style="list-style-type: none"> • The Recycling Centre • Topical Science (relating to waste and recycling) 	<ul style="list-style-type: none"> • Class Charter • Fairtrade – Cotton or • Scottish farming- local to global • Traditional food around the world 	<ul style="list-style-type: none"> • The Romans in Britain • Ancient Scotland (Stone age- Iron Age) (time lines) 	<ul style="list-style-type: none"> • Underrepresented Female Scot (e.g., Katie Wearie, Mary Barbour)
SOC 1-13a SOC 1-14a SOC 1-16a SOC 1-20a EXA 1-04a	SCN 1-01a SCN 1-03a SOC 1-07a SOC 1-08a EXA 1-04a	EXA 1-01a EXA 1-12a EXA 1-14a EXA 1-15a EXA 1-16a HWB1-11a HWB 1-12a	TCH 1-02a TCH 1-12a TCH 1-13a TCH 1-14a TCH 1-14b TCH 1-15a SCN 1-07a SCN 1-15a EXA 1-02a EXA 1-05a	RME 1-07a RME 1-09b RME 1-09c SOC 1-16a SOC 1-18a SOC 1-20a HWB 1-12a HWB 1-13a HWB 1-19a HWB 1-20a MNU 1-09a MNU 1-09b (Money)	TCH 1-01a TCH 1-02a SOC 1-08a SCN 1-20a HWB 1-13a	SOC 1-09a SOC 1-12b SOC 1-13a SOC 1-13b HWB 1-35a HWB 1-37a SOC 1-17a RME 1-07a RME 1-09a HWB 1-09a HWB 1-10a	SOC 1-01a SOC 1-03a SOC 1-04a TCH 1-03b	SOC 1-06a
Articles: 24,28, 29, 31 Education and play focus.	Article 24,29	Articles: 15,29, 30, 31	Articles:12,13, 17,28,29	Charities link to articles.	Articles: 24,29	Articles:3,,4,5,7, 9,10 Links to HWB- cared for.	Articles: 29,30	Articles: 2,7,8, 14,29,30

St. Joseph's Primary School
Learning for life, together in Faith – First Level – P4

Linlithgow focus	Outdoor learning	School Show/ Showcase (every 2 nd year)	STEM	Economy DYW	Sustainability /Eco	Global citizenship (Geography Focus)	Social and cultural (History Focus)	Scottish Study
<ul style="list-style-type: none"> History of the School History of the Marches 	<ul style="list-style-type: none"> Birds in our Grounds (RSPB Birdwatch) Plants and Planting 	<ul style="list-style-type: none"> IDL Focus Nativity Burns' Day 	<ul style="list-style-type: none"> The Lighthouse Keepers Lunch Superheroes 	<ul style="list-style-type: none"> Enterprise Christmas/ Spring Fayre Running a café /restaurant 	<ul style="list-style-type: none"> Renewable and non-renewable energy Topical science relating to energy conservation 	<ul style="list-style-type: none"> Class Charter Fairtrade Chocolate/ Ice Cream Topography of Scotland (mapping and land use) 	<ul style="list-style-type: none"> The Vikings Victorians (compare and contrast) 	<ul style="list-style-type: none"> Famous Scottish Inventors
SOC 1-0a SOC 1-02a SOC 1-03a SOC 1-04a SOC 1-14a TCH 1-03b	SCN 1-01a SCN 1-02a SCN 1-03a SOC 1-08a MNU 1-20b MNU 1-21a	EXA 1-01a EXA 1-12a EXA 1-14a EXA 1-15a EXA 1-16a HWB1-11a HWB 1-12a	SCN 1-09a SNC 1-15a TCH 1-01b TCH 1-012a TCH 1-13a TCH 1-14a TCH 1-14b TCH 1-15a	SOC 1-18a SOC 1-20a SOC 1-21a SOC 1-22a HWB 1-12a HWB 1-13a HWB 1-19a HWB 1-20a HWB 1-35a HWB 1-37a	TCH 1-01a TCH 1-01c SOC 1-13a SCN 1-04a SCN 1-20a	SOC 1-07a SOC 1-11a SOC 1-13a SOC 1-13b SOC 1-14a SOC 1-17a RME 1-07a RME 1-09a HWB 1-09a HWB 1-10a	SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a TCH 1-03b TCH 1-04a	SOC 1-06a THC 1-01a
Articles: 28,29	Articles: 24,29	Articles: 15,29, 30, 31	Articles 28,29	Articles:26, 27	Articles: 24,29	Articles 19,32,33,34,37 Protection. Links well to Fairtrade.	Articles 19,32	Article 17,29,30

St. Joseph's Primary School
Learning for life, together in Faith – Second Level – P5

Linlithgow focus	Outdoor learning	School Show/ Showcase (every 2 nd year)	STEM	Economy DYW	Sustainability /Eco	Global citizenship (Geography Focus)	Social and cultural (History Focus)	Scottish Study
<ul style="list-style-type: none"> The Canal The Loch 	<ul style="list-style-type: none"> John Muir Award 	<ul style="list-style-type: none"> IDL Focus Nativity Burns' Day 	<ul style="list-style-type: none"> Bridges The Falkirk Wheel The Human Body Young Engineer Challenge 	<ul style="list-style-type: none"> Enterprise Money Sense Grow 5 Christmas/ Spring Fayre 	<ul style="list-style-type: none"> Global warming Endangered species Frozen Planet Renewable and Non-renewable Energy 	<ul style="list-style-type: none"> Class Charter Fairtrade – World Map/wood carvings (ornaments) Compare Scotland to European countries 	<ul style="list-style-type: none"> Scottish Wars of Independence Mary Queen of Scots (Significant events and people) 	<ul style="list-style-type: none"> Rabbie Burns Literacy focus
SOC 2-07a SOC 2-08b SOC 2-09a SOC 2-10a HWB 2-17a HWB 2-12a	SCN 2-02a SCN 2-14a HWB 2-13a HWB 2-16a EXA 2-05a SOC 2-08a SOC 2-08b TCH 2-13a TCH 2-14a TCH 2-14b	EXA 2-01a EXA 2-12a EXA 2-13a EXA 2-14a EXA 2-15a EXA 2-16a HWB 2-11a HWB 2-12a	TCH 2-01a TCH 2-01b TCH 2-03b TCH 2-12a TCH 2-13a TCH 2-14a TCH 2-14b TCH 2-15a TCH 2-15b EXA 2-02a EXA 2-05a	SOC 2-21a SOC 2-22a HWB 2-12a HWB 2-13a HWB 2-20a MNU 2-09a MNU 2-09b MNU 2-09c (Money)	SCN 2-01a SCN 2-12a SCN 2-20a SCN 2-20b SCN 2-08a SCN 2-12a	SOC 2-12a SOC 2-13a SOC 2-14a SOC 2-19a SOC 2-20a RME 2-07a RME 2-09c HWB 2-09a HWB 2-10a	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a TCH 2-03b	ENG 2-03a SOC 2-03a
Articles: 24,29	Articles: 24,29	Articles: 15,29, 30, 31	Articles:24,25, 29	Articles: 27,28, 29	Articles: 17,24	Articles: 14,22,30 Strong links to RE/ HWB.	Articles: 13, 14, 29,30	Articles: 2,7,8, 14,29,30

St. Joseph's Primary School
Learning for life, together in Faith – Second Level – P6

Linlithgow focus	Outdoor learning	School Show/ Showcase (every 2 nd year)	STEM	Economy DYW	Sustainability /Eco	Global citizenship (Geography Focus)	Social and cultural (History Focus)	Scottish Study
<ul style="list-style-type: none"> St Michael's Church The Palace 	<ul style="list-style-type: none"> Birds and their habitats – 'What's under your feet?' Ospreys 	<ul style="list-style-type: none"> IDL Focus Nativity Burns' Day 	<ul style="list-style-type: none"> The Fairground Dragon's den 	<ul style="list-style-type: none"> Scottish Parliament Youth Parliament Enterprise – Christmas/ Spring Fayre 	<ul style="list-style-type: none"> Impact of Pollution Topical science relating to Pollution The Sports Centre 	<ul style="list-style-type: none"> Class Charter Fairtrade – Footballs/ Furniture 7 Continents of the World. (this is open, pull on your own and children's interests) 	<ul style="list-style-type: none"> Highland Clearances The Jacobites The Desperate Journey 	<ul style="list-style-type: none"> Scottish Artists e.g. Andy Goldsworthy (musicians, etc.)
SOC 2-01a SOC 2-02a SOC 2-10a	SCN 2-01a SCN 2-02a SCN 2-14a HWB 2-16a MMU 2-20a MNU 2-20b MTH 2-21a	EXA 2-01a EXA 2-12a EXA 2-13a EXA 2-14a EXA 2-15a EXA 2-16a HWB 2-11a HWB 2-12a	TCH 2-12a TCH 2-13a TCH 2-14a TCH 2-14b TCH 2-15a TCH 2-15b EXA 2-02a EXA 2-05a	SOC 2-15a SOC 2-16a SOC 2-17a SOC 2-18a HWB 2-20a HWB 2-12a HWB 2-13a MNU 2-09a MNU 2-09b MNU 2-09c (Money)	TCH 2-01b TCH 2-02a SOC 2-08a SCN 2-20a SCN 2-20b	SOC 2-12a SOC 2-13a SOC 2-14a SOC 2-16c SOC 2-19a SOC 2-20a RME 2-07a RME 2-09c HWB 2-09a HWB 2-10a	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a TCH 2-03b	ENG 2-03a SOC 2-03a
Articles: 3,24, 29	Articles: 24,29	Articles: 15,29, 30, 31	Articles: 29	All link well to the Scottish Parliament and their role.	Article 24- Pollution	Articles: 6,8,11,23,24,26,27 Survival and Development	Articles: 14,20,27,30	Article 14,29,30

St. Joseph's Primary School
Learning for life, together in Faith – Second Level – P7

Linlithgow focus	Outdoor learning	School Show/ Showcase Graduation	STEM	Economy DYW	Sustainability /Eco	Global citizenship (Geography Focus)	Social and cultural (History Focus)	Transition
<ul style="list-style-type: none"> Party at the Palace Tackling issues in Linlithgow 	<ul style="list-style-type: none"> Trees in our area Plant identification Fire pit teambuilding exercises 	<ul style="list-style-type: none"> IDL Focus Nativity Burns' Day 	<ul style="list-style-type: none"> Space Structure of the earth 	<ul style="list-style-type: none"> Careers in Scotland (careers fair) Enterprise – Christmas/ Spring Fayre 	<ul style="list-style-type: none"> Earth's natural resources (energy) Topical science relating to natural resources Habitats/ endangered species 	<ul style="list-style-type: none"> Class Charter Fairtrade Japan China Impact of war (from WWI – current day) 	<ul style="list-style-type: none"> WW2 The Suffragettes (fighting for causes) 	<ul style="list-style-type: none"> School Camp Team-Building exercises Inter schools transition events Developing the Young Workforce
SOC 2-08b SOC 2-10a SOC 2-15a SOC 2-16a HWB 2-12a	SCN 2-01a SCN 2-02a SCN 2-02b SCN 2-14a HWB 2-16a	EXA 2-01a EXA 2-12a EXA 2-13a EXA 2-14a EXA 2-15a EXA 2-16a HWB 2-11a HWB 2-12a	SCN 2-06a SCN 2-17a TCH 2-13a TCH 2-14a TCH 2-14b EXA 2-02a	HWB 2-10a HWB 2-11a HWB 2-12a HWB 2-20a HWB 2-12a HWB 2-13a HWB 2-20a MNU 2-09a MNU 2-09b MNU 2-09c (Money)	SCN 2-04a SCN 2-04b SCN 2-20a SCN 2-20b SOC 2-08a TCH2-02a TCH 2-02b	SOC 2-12a SOC 2-13a SOC 2-14a SOC 2-19a SOC 2-20a RME 2-07a RME 2-09c HWB 2-09a HWB 2-10a	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a SOC 2-06a TCH 2-03b	
Articles: 13,24,29.	Articles: 24,29	Articles: 15,29, 30, 31	Articles: 12,13, 17,28,29	Articles: 27,29	Articles: 24,29	Articles: 36, 38, 39 Rehabilitation and care. Strong Links to WWII-impacts of war.	Articles: 36,38, 39.	Articles:15,27, 28, 29

Ethos and Life of the School

We will provide opportunities for our children to:

- Exercise their responsibilities as members of a community.
- Participate responsibly in decision-making,
- Contribute as leaders and role models,
- Offer support and service to others and play an active part in putting the values of the school community into practice.

Opportunity	How do we do it?
➤ Exercise their responsibilities as members of a community.	Develop their responsibilities as class members first P7 buddies RRS Charter RRs Committee Class Masses HWB Committee Helping Hands Committee Eco Committee Fairtrade and Enterprise Committee Christmas Fayre Easter Fayre Nurture Groups
➤ Participate responsibly in decision-making,	Growing / Vertical groups Child directed learning Variety of Pupil directed councils – Learning, Eco, Council Rotary Quiz Euro Quiz Young Writer Round Table Art and Writing competitions
➤ Contribute as leaders and role models,	Buddies Class jobs Stars of the week P7 Jobs JRSO Sporting Events
➤ Offer support and service to others and play an active part in putting the values of the school community into practice.	Learning buddies Circle time Litter pickers and Eco monitors SSPCA School Councils

Opportunities for Personal Achievement

We will provide opportunities for our children to:

- Develop their resilience and confidence.
- Experience a range of achievements in the classroom and beyond.
- Step forward to undertake activities which they find challenging.
- Work closely with different organisations
- Have their voices heard.

Opportunity	How do we do it?
➤ Develop their resilience and confidence.	Nativity play School Show Classroom jobs / responsibility Growing / Vertical groups Child directed learning sessions HWB Programme Reflective dialogue Mindfulness Leadership (LIM) Leadership groups
➤ Experience a range of achievements in the classroom and beyond.	Reward service / Celebration Reward Afternoons, Good Behaviour awards Learning journey's – Celebrate achievement inside / outside of school School trips Outside specialists – variety of sporting achievements Whole school IDL themes
➤ Step forward to undertake activities which they find challenging.	Child directed session – infant classrooms School Camp –P7 Open Evenings School Show Christmas Nativity Masterclasses
➤ Work closely with different organisations	Links with local organisations – Easter Linlithgow Link, Links with the church, links with local care homes Gardening gang Local wildlife Rangers and the Police RSPCS Variety of sporting specialists
➤ Have their voices heard.	Co-operative learning Variety of opportunities for councils – Eco, RRS, HWB Fairtrade and Enterprise Nurture groups Comments Station Class Blog Twitter Pupil Council Open evenings – report comments

This Curriculum Rationale will be revised and updated annually with our staff, partners and pupils as we develop and enhance our curriculum.