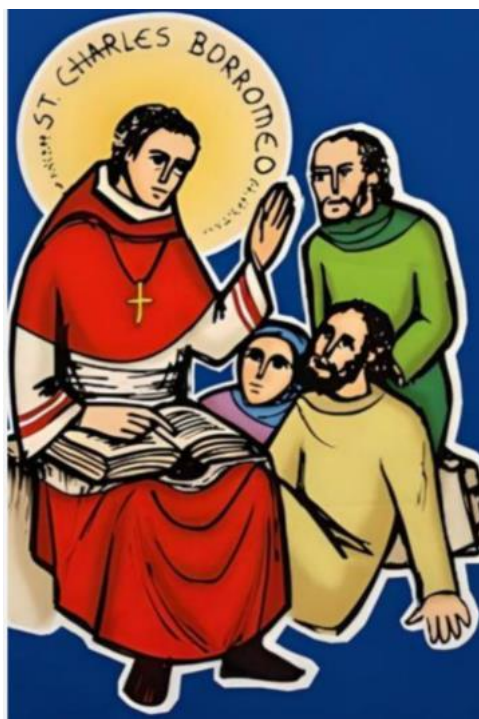


St Charles Catholic Primary School



Art Policy

Date policy adopted by the SLT:

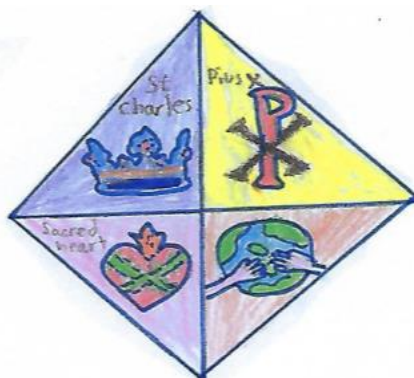
Summer Term 2026

Date policy to be reviewed:

Summer Term 2028

Our Mission Statement

✠ ***Love God, Love your Neighbour*** ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
- *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
- *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
- *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens*

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1. School Mission Statement

At St Charles Roman Catholic Primary School, our mission is to educate the whole child—spiritually, morally, intellectually and creatively—within a loving, faith-filled community inspired by the teachings of Jesus Christ. We recognise creativity as a gift from God and encourage every child to use artistic expression as a way of developing confidence, empathy and appreciation of beauty in the world around them.

2. Purpose of the Document

This policy sets out the values, aims and framework for teaching and learning in Art and Design at St Charles. It provides guidance for staff on planning, teaching and assessment, and works alongside the National Curriculum for Art and Design (2013), the Early Years Foundation Stage Framework (2021), the SEND Code of Practice (2015) and the Ofsted Education Inspection Framework (2019/2022 updates). The policy ensures that all pupils experience a rich and inclusive curriculum that supports both creative and spiritual growth.

3. Spiritual and Moral Development

Rooted in our Catholic ethos, we believe each child is made in the image of God and should learn in an atmosphere of love, patience and respect. Through Art and Design, children are encouraged to encounter beauty, express joy and reflect on creation. Art becomes a means to explore moral themes such as kindness, stewardship and forgiveness, while also promoting self-awareness, compassion and an appreciation of God's creation.

4. Art and the School's Mission

Art contributes directly to the spiritual life of St Charles by supporting the children's understanding of the Catholic faith. Displays of children's work form part of the wider

witness to our beliefs within both the school and the parish community. Creative work produced for liturgical seasons, classroom prayer areas and religious celebrations nurtures an atmosphere of faith, belonging and hospitality.

5. Our Philosophy

We believe that engaging with visual art is an essential part of human development. Learning to draw, paint, sculpt and design helps children communicate when words are not enough. Art practice develops observation, imagination and critical thinking, while also building self-confidence. Every child at St Charles is viewed as an artist in their own right, capable of producing work that reflects individuality, curiosity and insight into the world.

6. Aims

Through the Art and Design curriculum we aim to inspire pupils to produce creative work, explore their ideas and record their experiences. We want them to become increasingly proficient in drawing, painting, sculpture and other craft and design techniques, to evaluate and analyse their own and others' work, and to understand how art reflects historical and cultural development. We strive to develop children's confidence and enjoyment in making art, to nurture self-esteem through creative expression and to celebrate success in ways that strengthen the school community. Art is also valued for supporting wellbeing; children learn that making art can bring calm, reflection and joy.

7. Inclusion and Accessibility

At St Charles we are committed to ensuring that every child can access the full Art and Design curriculum. Teachers adapt lessons to meet the needs of all learners, including pupils with SEND, those with English as an Additional Language and those from different cultural or social backgrounds. Teaching is flexible and differentiated so that all children can engage, achieve and feel valued. Artists and examples used in teaching reflect the diversity of our school and the wider world, promoting equality and representation.

8. Special Educational Needs and Disabilities (SEND)

Following the SEND Code of Practice (2015), quality-first teaching underpins our approach. Teachers plan inclusive lessons that allow each child to take an active role in practical work, explore ideas visually and experience success. Where necessary, teachers collaborate with the SENDCo and support staff to adapt tasks, tools and environments. We celebrate creativity as a universal language through which every child can express their faith and individuality.

9. Programme of Study

In the Early Years, Art and Design forms part of Expressive Arts and Design within the EYFS Framework, where children explore media, materials and imagination.

From Year 1 onwards, pupils follow the National Curriculum for Art and Design. In Key Stage 1 children learn to use a range of materials creatively, to represent their ideas through drawing, painting and sculpture, and to discuss similarities and differences in the work of artists.

In Key Stage 2 they extend technique, control and experimentation, use sketchbooks to develop and refine ideas, and gain knowledge of artists, architects and designers from diverse cultures and eras.

10. Progression of Skills

Teachers plan lessons using the school's Progression of Skills Framework, ensuring continuity and challenge across year groups. This framework enables teachers to build on prior learning, provide age-appropriate tasks and monitor progress. Assessment focuses on evidence gathered in sketchbooks, class discussions and final outcomes, recognising creativity, effort and growth as much as technical accuracy.

11. Art Across the Curriculum

Art and Design enrich learning throughout the curriculum. In Religious Education, children create artwork inspired by scripture and liturgical themes. In English, illustration and visual storytelling deepen understanding of texts and poetry. Mathematics benefits from the study of symmetry, pattern, shape and scale. In Science, observational drawing reinforces enquiry and precision. Computing links include digital drawing, photography and design using current creative software. History and Geography lessons explore artists, architecture and artefacts from around the world, while Design and Technology projects combine practical making with aesthetic design.

12. Approaches to Teaching and Learning

Art is taught explicitly following our Art curriculum. Classrooms are organised to encourage exploration, collaboration and safe experimentation. Teachers demonstrate skills and techniques clearly, model artistic vocabulary and support pupils in analysing their own and others' work. Sketchbooks are used regularly to record ideas, practise techniques and evaluate progress. Lesson planning incorporates reflection and self-assessment, drawing upon the Education Endowment Foundation's guidance on metacognition and informed by Rosenshine's Principles of Instruction. Creativity, perseverance and joy underpin every lesson.

13. Planning

Teachers plan art units with clear learning intentions and thoughtful links to wider curriculum themes where appropriate. Plans identify the skills to be developed, the materials required, and the context for learning. Differentiation ensures accessibility for all pupils, while assessment opportunities are embedded throughout. Each project includes stages of planning and designing, creating and making, and reflecting and evaluating. The Art and Design Lead reviews long-term plans annually to guarantee coherent coverage and progression.

14. Assessment, Recording and Monitoring

Assessment in Art and Design is primarily formative, capturing each child's development through observation, sketchbook evidence and pupil discussion. Teachers consider effort, creativity and progress towards curriculum expectations. Summative assessments are used to inform reports and planning. Monitoring of art provision is carried out by the Art and Design Lead and the Senior Leadership Team through lesson visits, planning reviews and analysis of pupil outcomes.

15. Ongoing Development

The school actively promotes enrichment in Art through after-school clubs, workshops, competitions and partnerships with local galleries and visiting artists. Staff receive ongoing professional development to strengthen subject knowledge and pedagogy. We continue to build partnerships with cultural organisations to enrich our curriculum and broaden pupils' experiences. Sustainability is a growing focus: children are encouraged to reuse materials, explore natural resources and understand the environmental impact of artistic choices.

16. Resources

Each class is equipped with essential art materials, while specialised equipment is held centrally. The Art and Design Lead maintains and reviews resources termly, ensuring they remain safe, sufficient and inclusive. Requests for new materials are considered during planning cycles and budget reviews. Resources are selected to reflect a balance of traditional and contemporary art forms and to represent diverse cultures and artists.

17. Health and Safety

All practical activities are carried out with careful attention to safety. Teachers provide clear instructions on the correct use of tools and materials and supervise pupils closely. Risk assessments are undertaken for specific activities and educational visits. Any substances or materials covered by COSHH regulations are stored and

used safely. Digital safety is reinforced whenever pupils use cameras or online design platforms in line with the school's Online Safety Policy.

18. Evaluation and Review

This policy reflects the current aims and practices of St Charles Roman Catholic Primary School and will be reviewed every three years or sooner if there are changes to national guidance or curriculum expectations.