

Christ Church CoE Primary School

School Policy Document



Curriculum POLICY

Date Reviewed & Updated	June 2023
Date Approved by Full Governing Body	July 2023
Date of Next Review	Summer 2026

Christ Church CoE Primary School



Curriculum Policy

This policy was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

Learning & Growing Together in FAITH, HOPE & LOVE.

INTRODUCTION

Our school curriculum comprises of all of the planned activities that we organise in order to promote pupils' learning as well as their personal / social development. It includes the formal requirements of the National Curriculum, but also additional activities that the school organises in order to enrich the children's experience and enhance their cultural capital.

It also includes what is sometimes referred to as the '*hidden curriculum*' — what the children learn from the general ethos and culture of our school, and the way they are treated and expected to behave. We want children to grow into positive, responsible people who can work and co-operate with others; while at the same time developing their knowledge and skills.

CURRICULUM INTENT

We have designed our curriculum to ensure that all our pupils have the strong foundations and building blocks they need to be equipped for their future in a modern, multicultural society. This includes providing 'cultural capital' through enriching our curriculum and school offer, so that they can have experiences beyond their normal life.

In this way, our curriculum seeks to ensure that all our children experience "*Life in all its fullness*" (John 10:10) and 'deep personal growth', the core principle within our school model of excellence.

Above all, our curriculum seeks to help children go '*beyond expectations*' and to excel; we aim for all children to leave Christ Church able to **SHINE** in all they do (Matthew 5:16).

The current National Curriculum (NC) was introduced in September 2014. We have used the NC as the foundation of our bespoke curriculum which we believe reflects the needs of our pupils, the context of the school and our strong Christian ethos, which is at the core of all we do.

Within our curriculum, we have organised the National Curriculum into four key areas:

- **STEM** – Maths, Science, Computing, Design & Technology
- **CREATIVE** – English, Art, Music
- **GLOBAL LEARNING** – Religious Education, History, Geography, Languages (Spanish)
- **HEALTH & WELL-BEING** – Physical Education, PSHE (Personal, Social & Health Education), RHSE (Relationship, Health & Sex Education)

These four areas are our core focus when teaching the National Curriculum, and cover both the knowledge and the skills that we want our pupils to develop while at Christ Church.

The Wider Curriculum

We have identified four wider aspects which we feel our children need to learn about:

- **Active Citizenship**
community engagement, charity and fundraising work, School Council / pupil voice
- **Environmental Stewardship**
valuing creation, caring for the environment, learning outdoors, local and international environmental issues
- **Inclusive Community**
accepting and celebrating difference, developing empathy and understanding, being welcoming and caring for others
- **Christian Ethos**
the RE curriculum, Collective Worship and wider school ethos

These four strands are taught across the curriculum so that children leave Christ Church with a strong understanding of their responsibilities within both their local and wider community.

Character Education

We place great importance on the value of 'character education' which reflects what sort of adults we want our children to become in the future. We want our pupils to have a **STRONG MORAL COMPASS**, to know what is right and wrong, and to understand that they are able to make their own decisions. We want them to have **COURAGE** to stand up for their beliefs, and to be ambassadors for people across the world who are sometimes marginalised or disadvantaged. We want our pupils to have a strong sense of **RESPONSIBILITY**, and to genuinely care about the wider world. We want our children to have the **SELF-BELIEF** that they are important and that they can make a real difference both today and in the future. We want our children to be **OPTIMISTIC** for their future, and have high **ASPIRATIONS** for their lives.

Life-Long Learning Behaviours

We support our pupils to develop positive learning behaviours that will stay with them. We want to ensure all our pupils develop **CURIOSITY**; a genuine desire to find out more and to ask questions about the world and their experiences. We want them to have the skills to **WORK AS A TEAM** and to value learning from each other. We want our children to **PERSIST** and have resilience so that they can embrace challenges without fear of failure. We want them to value **PROBLEM-SOLVING** and be able to think 'outside the box' in different contexts. We want our children to **REFLECT** on their learning and **MAKE LINKS** between their knowledge and experiences. Through this, we want to support our children to be independent, by developing their skills and confidence.

Most importantly, we want our curriculum to support our aim for all Christ Church pupils to develop a *love of learning* that they will carry with them beyond our school gates and into the wider world.

CURRICULUM IMPLEMENTATION

Throughout our curriculum, staff look for opportunities to use a variety of teaching activities that will help children retain 'sticky knowledge' (key facts) and to enjoy what they are doing in school. We have planned a curriculum that is challenging – that will make them think, reflect and question – but one that is also engaging and inspiring, and will allow them to excel. Staff plan opportunities for practical hands-on learning, so that children can experience things for themselves. We value creative learning opportunities across the curriculum; using a variety of fun activities to help children 'know more and remember more'.

When implementing our curriculum, Christ Church staff provide immersive learning opportunities to engage and excite our children. This is important to help develop and instil positive aspirations, which some of our children do not instinctively have. Our staff plan and deliver a range of curriculum activities which will create '*memorable moments*' (activities that the children will carry with them to their next stage of learning) and '*mud-learning*' - learning and skills which will stick with them for life!

Beyond the Literacy and Numeracy curriculum, our Rolling Programme is organised into distinct topics which provide opportunities for cross-curricular learning.

Explicit links between subject areas ensure '*connected-learning*' and '*joined-up thinking*' which helps our pupils retain and apply new knowledge and understanding.

These 'learning webs' have a core focus / theme and a shared value, which is fundamental to our Christian foundation and school ethos. This provides a meaningful context to children's learning and ensures that character education is at the heart of our curriculum.

Teachers make relevant links with prior learning throughout school. They also lay the foundations and prepare the children for future learning, to ensure that learning is always progressive and appropriate for our pupils.

Some subjects are usually planned and taught as discrete subjects, as it is harder to make meaningful links with other subjects. This includes Spanish, Music, Computing, PSHE and PE. These subjects are planned with a clear sequence of learning through school, sometimes supported by an external scheme of work chosen to meet our children's needs. In these subjects, teachers build on children's knowledge and skills every year in a 'spiral curriculum'.

In KS1 & 2 we have a different core focus for each term:

The AUTUMN TERM is our '**DISCOVERY** FOCUS', which has History as the core subject area.

The SPRING TERM is our '**EXPLORATION** FOCUS', which makes Geography the leading subject.

The SUMMER TERM has a '**CREATIVE** FOCUS', where art and DT take centre-stage.

The science curriculum is embedded in all our topics. Opportunities are also provided for children to apply their literacy and numeracy skills within their topic work.

Throughout the curriculum, teachers allow children time to **REFLECT** and discuss their learning. Through this approach we teach our children to express their own thoughts and opinions, and to respect those of others.

Our topics are '*literature-rich*' with teachers using high-quality texts to engage, enrich and embed children's learning. This is particularly true in our Early Years classes, where picture-books are at the centre of topics that have been planned to engage our youngest learners, to meet the requirements of the EYFS curriculum and to provide firm foundations for the next steps of their learning.

As a school with a strong Christian foundation, it was extremely important for us to create a curriculum which was built on the **VALUES** which we want our children to understand and exemplify both during and after their time here. Each topic is value-centred and it is the termly value which links the curriculum subjects with each other and with our RE focus for each term. Our bespoke RE curriculum - which draws on the local Agreed Syllabus – is a core element of our wider curriculum provision.

Many of our children have limited experience of different cultures and faiths. Our curriculum is designed to promote their interest in the wider world and to take them beyond their own experiences. It was important to us to ensure that throughout our curriculum we recognise and celebrate diversity and teach our pupils to respect each other.

Our curriculum implementation reflects the *'Ethos Model of Excellence'* that we have adopted at Christ Church Primary School. This is a key part of our School Vision, and means that we are committed to ensuring a positive learning ethos with:

a CULTURE of ASPIRATION

a COMMUNITY of OPPORTUNITY

a CLIMATE of PARTICIPATION

CURRICULUM ORGANISATION & PLANNING

We plan our curriculum in four distinct phases: EYFS (FS1&2), KS1 (Y1&2), LKS2 (Y3&4) and UKS2 (Y5&6). We have developed a long-term Rolling programme which indicates what topics are to be taught in each term. We review this long-term plan regularly to ensure the themes and topics taught continue to meet our children's needs and are relevant to the wider context.

Through our medium-term plans we identify key objectives, 'sticky knowledge' and teaching strategies for each subject. Our short-term plans are those that our teachers write on a weekly or daily basis to support the delivery of individual lessons.

We use these to:

- set out the learning intentions for each lesson
- plan the learning activities in which pupils will be engaged
- make clear how learning may need to be differentiated for groups of different ability
- plan assessment opportunities
- identify what support and resources will be needed by the pupils

We believe that pupils learn most effectively when they are able to understand connections between different areas of their experience. We want them to acquire transferable skills which can be applied in any area of knowledge or understanding. We recognise that children do not see their world in discrete compartmentalised boxes, but rather as a whole spectrum of experience.

For this reason, we have a cross-curricular approach to learning; teaching through topics or themes which will embrace a range of National Curriculum subjects, including the application of literacy and numeracy skills in meaningful contexts.

OUR CURRICULUM VALUES

Our school curriculum is underpinned by the Christian values that we hold central to our school community. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our curriculum reflects how we – as a school community – value these four key aspects:

- **Uniqueness:** We respect each child's individuality, and treat them with fairness and honesty.
- **Inclusion:** We organise our curriculum to promote inclusion, co-operation and understanding among all members of our community; we value the importance of each person in our school family and local community. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- **Spiritual and moral development:** Is valued as being just as important as intellectual and physical growth.
- **Environmental Issues:** We want to teach our pupils how we should take care of the world, not only for ourselves but also for future generations.

INCLUSION THROUGHOUT THE CURRICULUM

The curriculum in our school is designed to be accessed by all children. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we will consult with parents/carers and agree this together.

Our lessons aim to be fully inclusive. We adapt the curriculum and teaching to meet the learning needs of pupils across the ability range. Teaching and learning is often organised to meet the differing needs of all abilities within the class.

If a child displays signs of having additional educational needs, then the teacher makes an initial assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs within normal class organisation and through carefully differentiated planning and teaching.

Some pupils or groups of pupils may have additional support from Teaching Assistants, either within class or in small groups. If a child's need is more severe or specialised, we may involve the appropriate external support services in making an assessment of need and advising the school on teaching and learning strategies.

CURRICULUM LEADERS

Every subject in the curriculum has a teacher that acts as the curriculum leader across the school. We try to agree subject leadership roles based on areas of expertise or interest, and link subjects together where there is natural overlap.

The key role of the subject leader is to:

- provide a strategic lead and direction for the subject
- oversee the taught curriculum for their subject area in order to ensure necessary coverage
- support and advise colleagues on issues related to the subject
- monitor pupils' progress in that subject area
- provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels.

CURRICULUM MONITORING & REVIEW

Subject Leaders monitor the way in which their subject is taught throughout the school. They complete learning walks and book scrutiny, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The Headteacher is responsible for the day-to-day and long-term organisation of the curriculum.

Our Governor *Pupils & Curriculum Committee* is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews different subject areas during its annual cycle of review and development. We have named Link-Governors assigned to specific curriculum areas. These governors liaise with the subject leaders and help monitor the way in which these subjects are taught.

There is also a named governor assigned to monitor the school's provision for children with Special Educational Needs, who liaises with the Special Educational Needs Co-ordinator (SENCo).

This policy will be reviewed every three years or more frequently if necessary.