

Curriculum policy



Fressingfield Church of England Primary School

Approved by:

(Chair of Governors) Date: December 2024

Last reviewed on:

December 2024

Next review due by:

December 2027

Contents

1. Our School Vision, Curriculum aims and overview	2
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Organisation and planning	5
5. Inclusion	5
6. Monitoring arrangements	6
7. Links with other policies	6

1. Our School Vision and our Curriculum Drivers

Our School Vision

Learning to bring out the best in everyone.

Jesus said 'I have come that you may have life in all its fullness' (John 10:10); He calls us to a full life in mind, body, heart and spirit. Our ethos is: Learning to Bring Out The Best In Everyone.

Our curriculum reflects the broad ambition encapsulated in these two statements: through living life in all its fullness, and through learning, we aim to bring out the best in everyone – our children, our staff and the members of our whole-school community.

Our ethos is underpinned by five core values: courage, responsibility, well-being, respect and curiosity and our curriculum is driven by five curriculum drivers: lifelong learners, at the heart of our community, environmentally aware, healthy for life and rights respecting citizens of the world. The aims of our values and curriculum drivers is to develop happy, healthy, confident, responsible and respectful children who delight in learning and to enable each child reach his or her full, God-given potential.

What Drives Our Curriculum Design?

Our curriculum is designed to enable children to *live life in all its fullness*. This vision is lived and learnt through every aspect of school life and is supported by our five curriculum drivers. We work to ensure our children become:

- **Lifelong learners**

Our curriculum is broad, balanced and stimulating; it has been designed to enable pupils to achieve the highest academic standards, to develop the knowledge and skills needed for their next stage of education and eventual employment, to promote a positive attitude to learning and fulfil their God-given potential. In order to develop lifelong learning skills, we also help children identify their strengths and areas of development as learners. By exploring seven learning characteristics (creativity, resilience, strategic awareness, making links, changing and learning, learning collaboratively and curiosity) we equip children with a 'language of learning' that underpins our learning, our curriculum and our relationships across the school.

- **At the heart of our community**

We are proud to be a rural Church of England School and to play our role in serving our local communities. We believe in the power of the school and its community to enhance our children's personal, social, cultural and spiritual lives. Our curriculum supports children to play a positive role in community life and to develop a sense belonging. At the same time, we aim to promote respect, tolerance and understanding by providing children with positive encounters and opportunities to learn about the full, diverse range of people, communities, cultures and religions that make up our United Kingdom.

- **Healthy for life**

Our aim is for the children and all members of our school community to be physically and mentally healthy and to develop positive healthy attitudes and habits that will support their well-being throughout their lives. Through positive, fun experiences of play, exercise and healthy competition, and by explicitly teaching the behaviours necessary for physical and mental well-being, we support our children to develop resilience, confidence and a positive sense of self.

- **Environmentally aware**

We believe in a future that is more environmentally sustainable and socially fair and where people live healthy, enjoyable lives in thriving environments. We recognise that, what our children learn today will influence how future generations live. Our curriculum is designed to support children to fulfil God's instruction to 'tend the earth,' and to safeguard the integrity of creation. We provide children with opportunities to experience the richness of the environmental diversity of God's earth and to care about its management and sustainability. We also seek to nurture the knowledge, kindness, critical thinking and empathy skills and values that will allow sustainable development to flourish and a better world to emerge.

- **Rights-Respecting citizens of the world**

Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons and help them develop a respectful understanding of other people, cultures and religions. Our aim is for the children of Fressingfield Primary School to see themselves as citizens of a connected world and to be prepared to play their part in it. Through an exploration of the UN Charter for the Rights of the Child, our children will develop an understanding of both their rights and their responsibilities, and how these rights apply equally to children across the world. We want to recognise our common humanity whilst celebrating our differences and diversity.

Our curriculum aims to:

- Promote a love of learning
- Support pupils' spiritual, moral, social and cultural development
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced, that builds on prior knowledge and which enables children to acquire the knowledge and skills they'll need for the next stage of their education and future employment.
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Bring out the best in everyone through having high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

Academies, including free schools, that follow the National Curriculum insert:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

All schools with early years provision add:

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

The curriculum is organised and delivered in your school in the following ways:

- The curriculum is underpinned by a thematic approach that aims to engage children and bring meaning to their learning
- The curriculum follows the minimum requirements of the national curriculum to aid children's transition to our local high schools that also follow the national curriculum. However, the school extends beyond the curriculum requirements and has an extensive extended curriculum
- Individual subjects curriculums are designed to be progressive in terms of skills and knowledge
- The school fully embeds the following areas within the curriculum:
 - Relationships and health education
 - Relationships and sex education
 - Spiritual, moral, social and cultural development
 - British values
- Teachers are expected to fully plan and deliver the curriculum by making effective short, medium and long-term plans. Long term plans are designed and agreed by all subject leaders, medium term and short term planning are the responsibility of the class teachers
- Subject leaders are responsible for working with teachers to ensure the curriculum is fully resourced
- See our EYFS policy for information on how our early years curriculum is delivered

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN, Teaching and Learning policies.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- school visits
- meetings with the children
- meetings with teachers and subject leaders
- meetings with the headteacher to discuss academic and social outcomes for children

Subject leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies
- learning walks
- book scrutinies
- moderations
- discussions with children

Subject leaders also have responsibility for supporting teachers in resourcing their subject areas, monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the headteacher and governors standards committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Teaching and Learning policy