

# Curriculum Policy

## St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special. Everyone is our neighbour.' As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

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## Rationale

Our school curriculum meets and exceeds the statutory requirements laid out in the National Primary Curriculum. The curriculum is how the school achieves its objectives of educating children in the knowledge, skills and understanding that they need to lead fulfilling lives. We understand curriculum as the deliberate sequencing of knowledge so that new learning builds on prior learning and is remembered over time.

Our curriculum is underpinned by the values of the school and our school mission: we are a learning community in which everyone is different, everyone is special and everyone is our neighbour. We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child. We are a multi-cultural and diverse community, and we value the spiritual, social and moral development of each child as well as their intellectual and physical growth.

We organise our curriculum so that we promote equality, co-operation and understanding between all members of our community. Pupils learn how to discuss ideas respectfully using taught discussion routines and encounter a range of perspectives within subject content.

Learning opportunities are chosen because they strengthen and deepen pupils' understanding of important knowledge.

## Aims and objectives

The aims of our school curriculum are to:

- Enable all children to learn and develop skills, knowledge and understanding to the best of their ability
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- Enable children to be creative and to develop their own critical thinking
- Help children understand Britain's cultural heritage
- Enable children to be positive citizens in society

- Fulfil all the requirements of the 2014 National Curriculum for England, the Early Years Foundation Stage framework and the Locally Agreed Syllabus for Religious Education, teaching a broad, balanced well-sequenced curriculum in all subjects
- Teach children to have an awareness of their own spiritual development
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- Enable children to have respect for themselves and others
- Prepare them for the next stage of their education

## Intent

At St Andrew's Church of England Primary School, we offer a *broad and balanced curriculum*, which builds on the knowledge, understanding and skills of all children, whatever their starting point, as they progress through each Key Stage. Content is sequenced so pupils revisit and deepen important ideas across year groups.

We recognise progression as the deliberate revisiting of knowledge and skills across the curriculum, enabling pupils to embed prior learning, deepen their understanding and apply what they know with increasing independence and sophistication.

For example, in our Religious Education curriculum, a KS1 pupil will recognise that people have different beliefs and celebrations, while a Year 6 pupil can explain how beliefs influence actions, compare different faith perspectives and discuss moral questions with empathy and respect. In our Art curriculum, a KS1 pupil experiments with materials and follows a demonstrated technique, whereas by Year 6, a pupil can select materials purposefully, explain artistic processes and draw on knowledge of artists and styles to influence their own work.

To enable this progression, our curriculum units are carefully sequenced so that knowledge builds logically and cumulatively as pupils move through the school.

For example, in Physical Education, the curriculum is sequenced through the REAL Gym scheme so that pupils move from practising fundamental movements and simple balances in Key Stage 1 to creating and performing more complex partner and group sequences by Year 6. In Design and Technology, the curriculum is sequenced so that pupils develop increasing independence in designing and making. In Year 1 pupils create sock puppets using fabric, mainly joining materials by sticking with some simple sewing; in Year 3 they make pencil cases using a template with added embellishments; and by Year 6 they design and make their own bags, applying sewing and decorative stitching techniques. In History, the curriculum is sequenced chronologically so that pupils study the Stone and Iron Age before the Romans, Anglo-Saxons and Vikings, building understanding of concepts such as settlement and invasion. Study of Early Islamic Civilisation in Year 6 builds on pupils' prior understanding of the concept of Empire developed through their learning about the Romans in Year 4.

The aim of our curriculum is for all pupils to have the skills and knowledge to be successful, independent and motivated learners in readiness for their next stage of education. At St Andrew's we feel that it is important that the curriculum considers the development of the whole child.

## Implementation

The National Curriculum at St Andrew's is delivered using an integrated topic approach. While topics provide context, each subject retains its own knowledge progression and disciplinary thinking. The curriculum is the planned progression of knowledge pupils learn from Reception to Year 6. Topics, experiences and activities provide meaningful contexts through which this knowledge is taught and understood.

Reading is central to the curriculum because it provides access to all learning. Early reading, language development and number fluency are prioritised so that pupils can participate fully in the wider curriculum as quickly as possible. As pupils progress, vocabulary is explicitly taught within each subject so that they can understand increasingly complex material and communicate ideas precisely.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND policy. The school uses individual pupil trackers and profiles for each of the children who are on the special needs register, and these outline the provision the school has made for each child. Adaptive teaching ensures that all pupils can access the key learning while maintaining high expectations. For example, in the Early Years, children may have their ideas scribed by an adult if their writing skills are still developing, or tasks may be broken down so that pupils can complete achievable elements independently, for example using pre-cut templates or adapted scissors. In subjects such as Music, adjustments may be made to the resources used so that pupils can focus on the intended learning, such as keeping the pulse on a simpler percussion instrument rather than a glockenspiel. In PSHE and RSE learning may be supported through smaller groups, visual aids, social stories and concrete examples.

The curriculum reflects the school's Christian foundation by enabling pupils to encounter significant human questions, moral decisions and diverse perspectives. Children study history, religion, literature and human experience so that concepts such as hope, justice, forgiveness, trust and friendship are understood in context and applied thoughtfully.

The spiritual, moral, social and cultural development of our pupils, and their understanding of the core values of our school, is developed throughout our curriculum. External activities, trips and residential visits are planned in relation to the curriculum, to be enriching experiences that support both deeper understanding and personal development for all.

Assessment of learning is succinct and informative. Assessment checks whether the intended knowledge has been retained, and key concepts understood. Common misconceptions are anticipated and deliberately drawn out through questioning so they can be addressed through teaching.

For example, pupils may initially describe Jesus' healing miracles as "magic" rather than understanding them within the context of Christian belief; in English lessons that may place apostrophes before every "s" after learning about possessive apostrophes; or, in Art lessons, they believe that colours such as green must come from ready-mixed paint rather than being created by mixing primary colours. Identifying and addressing these misconceptions helps pupils secure accurate understanding and apply their learning with increasing confidence. Questioning enables teachers to know which/when learners need to be challenged further and allows early identification of children who find aspects of their learning more challenging. Intervention is swift to appropriately support, so that all can experience success.

At the end of each term, teachers record a summative assessment of each pupil's attainment in every subject. These assessments inform end-of-year reporting to parents and support teachers in monitoring progress over time.

## Roles and Responsibilities

Under the guidance of the Deputy Headteacher, Subject Leaders ensure the curriculum is monitored and developed strategically. The role of the Subject Leader is to define what must be taught, why it is taught in that order, and what secure understanding looks like. It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is planned and taught in the school and plan for improvement.

Class teachers are responsible for translating the school's curriculum into effective classroom practice. Using the long-term plans and progression maps, they create medium-term plans (MTPs) which may interpret schemes of learning or build on established units of work. In doing so, teachers ensure that prior learning is considered, opportunities for diverse representation are included, and relevant spiritual, moral, social and cultural development (SMSC) and safeguarding links are identified. In this way safeguarding children, particularly with consideration to

online safety and personal development, is present throughout our curriculum. MTPs are monitored termly by Subject Leaders.

More detailed curriculum information, including Long Term Plan overviews and termly Topic Webs, can be found [here](#) on the school website. Our Teaching and Learning Policy details more about the delivery of our curriculum.

After school clubs, competitions, events and opportunities beyond the school day add further to the depth and breadth of our curriculum offer.

## Impact

School leaders and subject leaders evaluate the effectiveness of the curriculum through a range of monitoring activities including lesson visits, work scrutiny, discussions with pupils, and review of assessment information. This enables leaders to identify strengths, address areas for development and ensure that the curriculum continues to support strong outcomes for all pupils.

Visits, visitors and real-world contexts are planned to strengthen understanding of taught content and provide purposeful opportunities for speaking and writing. These experiences help pupils connect classroom learning to the wider world and apply knowledge in meaningful situations.

Pupils develop positive attitudes to learning because they experience success through secure understanding. They are encouraged to attempt challenging work, learn from mistakes and take pride in improving the quality of their work. As a result, behaviour supports learning and pupils show increasing confidence in tackling unfamiliar tasks.

Opportunities to present work - through assemblies, performances, shared outcomes and collaborative projects - allow pupils to explain their learning clearly to different audiences. This strengthens communication skills and deepens understanding by requiring pupils to organise and justify their thinking.

By the end of Year 6, pupils have secure knowledge across subjects, sufficient fluency in reading and number to access secondary learning, and the ability to explain ideas clearly using appropriate subject vocabulary. They leave prepared not only for the next stage of education, but to participate responsibly and thoughtfully in wider society.

## Review

The Governing Body will review this policy statement bi-annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of St Andrew's C of E Primary School.

## Glossary of Terms

**Adaptive Teaching** - Adjusting teaching so that all pupils can access the learning. This might include using different resources, giving extra support, or breaking tasks into smaller steps while keeping expectations high for all children.

**Assessment** - Ways teachers check what pupils know, understand and remember. This may include questioning, observing work in lessons, quizzes or tests.

**Broad and Balanced Curriculum** - A curriculum that includes a wide range of subjects such as English, maths, science, history, art, music, PE and more, with subjects having appropriate time allocated to them, ensuring children receive a well-rounded education.

**Cultural Development**- Opportunities to access the knowledge, experiences and understanding children need to take part confidently in society. Schools build cultural capital through learning, trips, visitors, reading, and exposure to new ideas and cultures.

**Curriculum** - Everything children learn in school, including subjects, knowledge, skills, experiences and opportunities that help them grow academically and personally.

**Curriculum Intent** - The overall purpose and goals of the school's curriculum – what the school wants pupils to learn and become.

**Curriculum Implementation** - How the curriculum is taught in practice, including lessons, teaching methods, activities and resources.

**Curriculum Impact** - The difference the curriculum makes to pupils' learning – what pupils know, remember and can do because of teaching.

**Disciplinary Thinking** - Learning how experts think in a subject. For example, historians examine evidence about the past, while scientists investigate and test ideas.

**Early Years** - The first stage of school education (Reception), where learning focuses on communication, social development, early reading, writing, maths and learning through play.

**Knowledge Sequencing** - Planning learning in a clear order so that new knowledge builds on what pupils have already learned.

**Misconception** - An incorrect idea or misunderstanding about something pupils are learning. Teachers identify and correct these through teaching and questioning.

**National Curriculum** - The set of subjects and learning expectations that schools in England follow to ensure pupils receive a consistent and balanced education.

**Progression** - How learning develops over time as pupils move through the school, building on previous knowledge and becoming more confident and independent.

**SEND (Special Educational Needs and Disabilities)** - Children who may need additional support or adjustments to help them learn successfully.

**SMSC (Spiritual, Moral, Social and Cultural Development)** - Learning that helps pupils develop values, reflect on beliefs, understand right and wrong, work well with others and appreciate different cultures.

**Subject Leader** - A teacher responsible for overseeing a specific subject across the school, ensuring it is taught well and develops over time.

**Vocabulary Development** - Teaching pupils the important words and language they need to understand subjects and explain their ideas clearly.