Curriculum Policy

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Rationale

In Matthew 5:16 it says ***'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven'*** We use our unique gifts that we have been given to flourish holistically to show love, humility and to gain success in our lives lived out through our Shine values.



At Christ Church our curriculum is ambitious with high aspirations for all children. Our curriculum is designed to ensure all children are engaged, challenged and enriched. A Christ Church child leaves our care as resilient, happy, and knowledgeable learners who are prepared for the next stage of their educational journey and beyond.

Our aim is to educate all children to the highest levels of academic and personal achievement developing confident, happy and nurturing members of society through our adapted and personalised curriculum.

Our curriculum is deliberately and coherently sequenced to enable children to retain knowledge, make meaningful connections, and build on prior learning over time. We maintain a consistent focus on academic rigour, the development of cultural capital, and children's personal growth, ensuring that all learners are well prepared for the next stage of their education and life beyond.

Our curriculum goes beyond the acquisition of knowledge; it is designed to develop well-rounded, articulate individuals who are equipped with the understanding, skills, and character needed to contribute positively to society. Through a strong emphasis on British Values, we prepare children to participate fully in life in modern Britain and to shape the world around them with confidence and integrity.

The Christ Church CofE offer

At Christ Church CofE Primary, we are committed to delivering an ambitious, broad, and balanced curriculum that meets the National Curriculum as a minimum and is rooted in our Christian ethos.

We believe every child is uniquely made in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Inspired by our Christian values of compassion, respect, integrity, and kindness, our curriculum promotes a love of learning, a strong moral compass, and a sense of service to others.

We offer all National Curriculum subjects:

- Core: English, Mathematics, Science
- Foundation: History, Geography, Art & Design, Design & Technology, French (KS2), Religious Education, Music, Computing, PE, PSHE, RSE

Our curriculum goes beyond academic content. It includes:

- Enrichment through extra-curricular opportunities
- Personal development through the way children are taught and treated
- A consistent focus on developing character, confidence, and community engagement

We aim for children to leave Christ Church as resilient, reflective, and responsible individuals, ready for the next stage in life and able to make a positive difference in the world.

We explicitly promote British values—democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs—within a Christian framework. Pupils also learn about the contributions of Britons to global change, innovation, and excellence.

Through our curriculum, children are encouraged to explore big questions of purpose, belonging, and faith in a safe, inclusive, and respectful environment. Guided by our vision to let every light shine (Matthew 5:16), our aim is for every child to be Successful, Happy, Included, Nurtured, and Enriched (SHINE).

Curriculum design

At Christ Church CofE, we teach discrete subjects to preserve the unique identity of each discipline while making purposeful cross-curricular connections to support deeper understanding.

We recognise that subjects involve both substantive knowledge (facts and content) and disciplinary knowledge (how subject experts think and work). Our aim is to help children develop the skills to think like historians, scientists, geographers, linguists, and more—not just to memorise facts.

Our curriculum is built around clearly defined key concepts in each subject. These are broken into smaller knowledge and skill components, carefully sequenced from EYFS to Year 6 to support schema development, revisit prior learning, and secure long-term retention.

Foundation subjects such as DT, Art, History, and Geography are taught in half-term blocks, allowing depth of study and efficient use of time. Computing is also delivered through Focus Days, with key content revisited later to embed knowledge into long-term memory and promote schema development. This balanced, responsive model ensures high-quality, focused teaching alongside weekly-taught subjects.

We aim to:

- Provide a broad and balanced education for all children that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment
- Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support children's physical development and responsibility for their own health, and enable them to be active and physically literate
- Support children's development personally and socially to ensure they have a positive mental health
- Ensure equal access to learning for all children, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high ambition for all children in whichever field they choose to pursue.

Our curriculum enables each child to:

- help every child thrive—academically, personally, and socially. We want all our children to achieve their very best, no matter their starting point, and to feel supported as they work towards their individual goals.
- offers opportunities for children to discover their strengths, develop new interests, and grow in confidence.

- Have work that is tailored to ensure it's meaningful and engaging, helping each child to shine in the areas they enjoy and to develop specialist skills as they progress.
- build independence, resilience, and a love of learning that lasts a lifetime.

Our curriculum provides a broad and balanced education which allows each child to become:

- Successful learners who enjoy learning, make rapid and sustained progress and achieve their very best in all they do
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who can make a positive contribution to society

Our Early Years curriculum has been developed using the Statutory Framework for the Early Years Foundation Stage and the Practice Guidance for the Early Years Foundation Stage. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured learning opportunities.

In our Early Years, we place a firm emphasis on:

- Oracy and Communication – Talk is the foundation of learning. We systematically develop speech, vocabulary, and structured discussion skills, ensuring children are confident communicators.
- Early Reading and Phonics – We deliver systematic, synthetic phonics alongside a rich diet of storytelling, nursery rhymes, and song, ensuring that every child builds fluency and a love for reading.
- Experiential Learning & Physical Development – Our learning environment fosters exploration, curiosity, and movement, supporting both cognitive and physical development.
- Early Mathematical Understanding – Through direct teaching and exploratory play, children develop a strong number sense, embedding early problem-solving skills.
- Understanding Others – We introduce children to different cultures, traditions, and celebrations, ensuring that they respect diversity and appreciate their place in the world.
- The Natural World – Children develop a sense of curiosity about nature, learning how environments change over time and the importance of looking after our planet.

We ensure that learning is deep, coherent, and transferable, setting the stage for success in Key Stage 1 and beyond.

Through our progressive curriculum from EYFS - Year 6 (and beyond) we provide an excellent education within a safe, calm, creative, inclusive, and stimulating environment. Every child is valued as a unique individual, and we are committed to nurturing well-rounded, confident, and respectful learners who develop the skills they need for lifelong success.

Throughout their journey with us, we promote children to be creative, open-minded, and independent, fostering a strong sense of respect for themselves, their peers, and the wider community—locally and beyond.

Structure and Planning

A three-phase planning model underpins our approach:

1. Long-term planning (EYFS to Year 6): An annual overview of topics and progression.
2. Medium-term planning: Clear objectives and teaching strategies, adapted to our community's context by subject leaders.
3. Short-term planning: Weekly lesson plans with explicit objectives, resources, and adaptations for SEND and disadvantaged learners.

In Foundation Stage, we use an inter-disciplinary topic approach to ensure coherence, full coverage, progression, and immersion in early learning goals.

Special Educational Needs and Disabilities

At Christ Church, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We ensure all of our children achieve their full potential and to be fully involved in both the social and academic life of the school. Experiences are provided that take into account the individual needs of our children.

When planning for teaching and learning we take into account the wide range of abilities of our children. Teachers set high expectations for all children. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

• More able children

• children with low prior attainment

• children from disadvantaged backgrounds

• children with SEN

• children with English as an additional language (EAL)

In our Focus Provision, we recognise that every child is unique, with individual learning needs. Our commitment is to provide personalised learning experiences that nurture growth, reflection, and confidence. We aim to equip each child with the skills and knowledge to succeed and positively contribute to society.

We begin by assessing each child's strengths, interests, and areas for development. Personalised learning plans are created to support diverse needs, fostering independence and curiosity. Children are encouraged to think critically, explore ideas, and reflect on their learning process.

Skill development is a key focus, with emphasis on communication, collaboration, problem-solving, and adaptability. Learning is enriched through hands-on, group, and independent activities. Speech, language, and communication are supported using a total communication approach, including augmentative and alternative communication methods such as signs, symbols, and communication boards within a multisensory environment.

We ensure ongoing improvement by regularly reviewing strategies and involving families in the learning process. Staff receive continuous training, and inclusive resources are selected to meet diverse learning needs.

The curriculum follows a structured progression: Engagement Steps 1–6, Primary Steps 1–3, and up to National Curriculum Year 2, drawing from the Sensory and CUSP curriculum. Children focus on five key areas: Cognition and Learning, Communication, Well-being, Independence, and Physical/Sensory Development.

Curriculum Impact

At Christ Church, through our curriculum, it is paramount that all children gain the knowledge, skills and understanding they need for their future. Children will

understand the importance of learning and the positive difference that makes to their life. Our children are unique and should be empowered to use their god given gifts to flourish holistically to show love, humility and to gain success in their lives living out through our Shine values.

Our curriculum design will lead to excellent progress for all children over time irrespective of their starting points. Planned learning will progressively build on prior knowledge and understanding and support children in producing high-quality outcomes.

We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders, middle leaders, subject leaders and our children will review individual subjects using a range of strategies. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the next steps.

Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all children, including the first 20% and children with SEND have been given the knowledge and cultural capital they need to succeed in life.

The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

Roles and Responsibilities

The Role of 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 children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for children with different abilities and needs, including children with SEN

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.
- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.