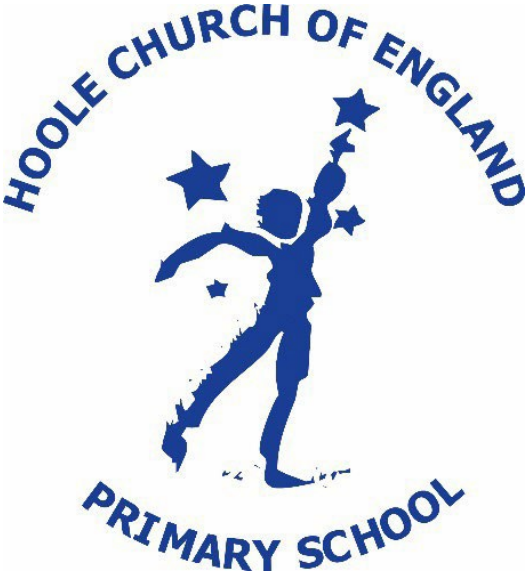


Curriculum Policy

Policy Approved	**September 2026**
Review Date	**September 2027**

Vision Statement

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

Foundational Scripture

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values of friendship, thankfulness, hope, unity, compassion, forgiveness, justice, endurance and trust are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

School Values

Our school values are at the heart of our planned curriculum. We aim to provide high quality learning opportunities which help foster these values within children. Our values are

Friendship

Thankfulness

Hope

Unity

Compassion

Forgiveness

Justice

Endurance

Trust

Intent

At Hoole CE Primary School, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. We want our children to 'shine', to celebrate and develop the characteristics, skills and gifts that are within them, not only to achieve well, but to positively impact the world around them.

Through our curriculum, we aim to help children become

- **Enthusiastic, curious, independent thinkers** – **motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

All learning activities are planned with these outcomes in mind and children are encouraged to reflect on how their learning has helped them achieve these.

In addition to this, we offer a wide range of extra-curricular opportunities for the children to develop skills and learn new ones as well as to build relationships with one another and learn skills for life beyond school.

Aims

Our whole school curriculum is planned and delivered through our **BEAMS** approach. In order that all learners grow and reach their full potential, we want our curriculum to:

Encourage all members of our school family to be **Brave** to try new things, or to challenge themselves to do something differently. We want to develop curiosity and interests to that we are able to grow. We want to encourage a climate where mistakes are seen as opportunities for growth.

Be **Engaging**, both in terms of learning things that are exciting and grab our attention and interest, but also engaging in that we connect with the world around us, and further afield. We recognise the uniqueness of each child and the truth that God works through people so we want our curriculum to ensure children connect with the world around them. This also involves making use of technology to teach and to support children in accessing a rich curriculum.

Be **Ambitious**. We want all our children to shine their lights, to discover their light within them and to take pride in letting it shine. We know that all children deserve the best education and plan lessons so that all children can access key learning. Our curriculum is structured in such a way that all children can access learning and experience success. We plan different learning opportunities for children including scaffolded tasks to support, and open-ended questions to apply learning in different contexts. Each subject has a clearly defined bank of knowledge and skills that the children need to know, remember and apply in different contexts.

Be **Memorable**. We aim to provide meaningful, memorable learning opportunities that children want to celebrate and talk about in the future. We are committed to capitalising on the opportunities offered not only by our school grounds, but also our local area and city to enhance learning. We plan a wide range of visits, visitors and learning experiences for the children to make their learning memorable. We also introduce children to a wide range of people who either have reflected our school values by their lives or who have made a significant contribution to the subjects children are learning about.

Nurture **Spirituality**. Led by our Christian values we aim to nurture the whole child by developing their social, moral, spiritual and cultural well-being. We recognise spirituality as being part of something bigger than ourselves, but also that we are more than what we say, do or feel. In designing our curriculum, each subject seeks to ensure that not only do children learn the key knowledge, but that we provide opportunities for children to develop their understanding of our values within these subjects and their attitudes towards them.

As a result of the aims outlined above, children will

- Learn how to lead safe, healthy and fulfilling lives.
- Understand that failure is part of the road to success.
- Be recognised for academic successes.
- Be supported with their next stages in education and feeling prepared for life after school.
- Be responsible individuals who contribute to community living and the environment.
- Achieve to the best of their ability.
- Acquire a wealth of knowledge and experience.
- Be critical thinkers.
- Find a sense of belonging to the school and its community.

- Learn how to cooperate with their peers and respect one another inside and outside the classroom.
- Be financially competent as responsible citizens in a rapidly changing world ensuring our children have a secure understanding of how effective management of finances can impact their future lives. As part of our curriculum, we aim to equip children with the knowledge, skills and attitudes that will empower them to make informed choices in the future.

Roles and responsibilities

The governing body is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, school leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The curriculum leader is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing body.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing body.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Ensuring that lessons capitalise opportunities to build children's spiritual capacities where possible as well as teaching them the agreed essential knowledge.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum.
- Creating weekly lesson plans.

- Collaborating with the headteacher and the INCLUSION LEAD to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the INCLUSION LEAD and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the INCLUSION LEAD and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and coverage within the subject and reporting on this to the headteacher.
- Monitoring opportunities within lessons to build children's spiritual capacities through the subject.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The Inclusion Leader is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week. Each school day will be split into two sessions and pupils will have a morning breaktime and a lunch break.

We use a REACH model to structure our lessons

R – Retrieve prior learning

E – Explain and Explore new learning

A – Access vocab linked to the learning

C – Complete task

H – How much have I learnt – reflect on learning

Lessons will use a range of teaching techniques to appeal to different learning types. The different learning techniques include:

- Using different kinds of questions to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- Opening discussions around topics so pupils can learn from their peers and learn how to hold conversations with others.
- Holding structured debates to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- Using assessments to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- Role playing and acting to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- Labelling, ordering and identifying key themes within texts, dialogues and films to help pupils' coordinate series of events.
- Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for children with higher starting points, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found below.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Languages (EYFS and KS1- Spanish, KS2 French)
- Geography
- History
- Music
- PE
- Sex education (as part of the Relationships and Sex Education)

PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

PSHE is addressed through collective worship and through our intrinsic values curriculum as well as through the SCARF program in class. We also teach the My Happy Mind program to improve mental and emotional wellbeing.

Anti-bullying is addressed through assemblies and key parts of e-safety are addressed through specific units in computing lessons.

Reporting and Assessment

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

Formal assessments will be carried out termly in Key Stage 2 to measure pupil progress. Informal assessments are carried out throughout EYFS and Key Stage 1. The results of the assessments will be used to inform future planning and target setting.

Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupil's age, length of time in UK, previous education and ability in other languages. EAL children are assessed using NASSEA framework to identify their next steps.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

Equal opportunities

The nine protected characteristics as outlined in the Equality Act of 2010 are:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are directly taught through our PSHE program, SCARF, which supports us in providing age- and developmentally-appropriate inclusive teaching.

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs or class teachers in smaller groups during the week to work on topics covered in lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The INCLUSION LEAD will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays within the UK.

All pupils are able to participate in the activities and trips available.

Wherever there is an instance where a pupil cannot participate, all attempts will be made to make the trip or activity accessible so that the pupil can take part. If they can not, this will be communicated to parents and alternative solutions explored.

Monitoring and review

This policy is reviewed annually by the headteacher and the governing body.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is September 2027.