

# Elworth C of E Primary School



## Curriculum Policy

*'Love God, Love Learning, Love One Another.' Matt 22:36-39*

Date:	September 2025
Review Cycle:	Annually
Reviewed By:	Mrs S. Buckley
Approved By:	Mr N. Garratt
Next review date:	August 2026
Nominated Governor:	Mr B Pitt

## ***'Love God, Love Learning, Love One Another.' Matt 22:36-39***

At Elworth we embrace The Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' When Jesus was asked which was the greatest commandment, he responded with *'Love the Lord your God with all your heart, all your soul and all your mind' and 'Love your neighbour as yourself' (Matt 22:36-39)*. These timeless words are at the heart of our vision, nurturing our community and shaping the ethos of our flourishing school.

### **School's theologically rooted Christian mission**

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our six Christian values underpin all that we teach : Courage, Community, Perseverance, Generosity, Compassion, Friendship. Our school rules are: To be Ready, To be Responsible and To be Respectful. These are embedded in each child's mind so that they are fully prepared for living each day successfully. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in our lives and throughout the world and learn to be advocates for change.

#### **1. Intent**

At Elworth CE Primary school we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

Life is not lived in separate blocks of time with certain skills and knowledge being used at only those times; because of this we encourage and promote a cross curricular approach in school. An understanding of basic skills and knowledge in all areas and that subjects intertwine is therefore required by everyone, in order for them to understand the world around them and achieve their own potential. At Elworth we aim to provide the foundations that these skills can be built upon.

## **Our curriculum aims to:**

Provide a broad and balanced education for all pupils

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Support pupils' spiritual, moral, social and cultural development

Support pupils' physical development and responsibility for their own health, and enable them to be active

Promote a positive attitude towards learning

Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

Independent learning skills and resilience, to equip them for further/higher education and employment

Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

## **2. Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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 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 the school has 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](#).

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

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

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

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **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

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

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

## **4. 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 policy and information report.

## **5. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *school visits,*
  - *meetings with the pupils*
  - *meetings with subject leaders and senior leaders*
  - *meetings with parents*

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

- *planning scrutinies,*
- *learning walks*
- *book scrutinies*
- *pupil voice*
- *subject leaders also have responsibility for monitoring the way in which resources are stored and managed.*

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the full governing board.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Teaching and Learning policy
- SEN policy
- RSHE Policy
- PSHE Policy
- SMSC Policy

