



## Curriculum Policy

Review date: February 2024

Next review date: February 2026

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## 1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment;
- 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 for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;
- Have a high academic/vocational/technical 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 Form 1.

These curriculum aims are underpinned by our values:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working;
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices.

## 2. Legislation and guidance

This policy reflects the requirements of the Independent Schools Inspectorate.

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](#).

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 Body

The governing body 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;
- Sufficient teaching time is provided for pupils to cover each curriculum area;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).

### 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 frequently reviewed;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment are robust;
- 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 SEND.

### 3.3

The Deputy Headteacher, along with the Headteacher, oversees curriculum development.

### 3.4

Other staff ensure that the school curriculum is implemented in accordance with this policy. Subject leadership is delegated across the school as below:

History and Geography	Miss Whitten
English /Online safety	Mrs Ralph
RE	Miss Watkins
Art and DT	Mrs Hairsine
Maths	Mr James
Drama PSHCEE	Mrs Bennett
MFL	Mrs Jones
PE and swimming	Mrs Pearce
Science Woodland School,	Mr Pickersgill
Drama	Mrs Bennett
Music	Mrs Bradley Miss Whitten

## 4. Organisation and planning

Our curriculum is broadly based on the National Curriculum; through this approach we aim to provide a broad and balanced curriculum. We follow a broadly thematic approach that encompasses history, geography, art and DT and, where possible, English. PSHCE, RE, maths, science, MFL, woodland school and drama and PE, computing are taught as standalone subjects.

#### 4.1 Quality teaching and learning framework

All teaching staff at St Wistan's School have collaborated to produce the Quality Teaching and Learning Framework. Based broadly on Rosenshine's Principles of Instruction, this gives a shared understanding of what quality teaching and learning look like at St Wistan's, as well as clear expectations for planning and lesson delivery. See Appendix 1.

#### 4.2 Specialist teaching

The following subjects are taught by specialist teachers: MFL, music, science, drama, PE and swimming and woodland school. Specialist teaching begins in Reception, with additional subject specialisms being introduced throughout the school, as outlined below.

Reception	music, PE and swimming, French, woodland school
Forms 1 – 6	drama and science in addition to the above subjects
Forms 5 and 6	math and English and Spanish in addition to the above subjects

#### 4.3 Sex and Relationships Education

As an independent primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. This includes the elements of sex education contained in the science curriculum. At St Wistan's, we choose to teach sex education material that we deem suitable and necessary for the rounded education of our pupils.

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum for Forms 1 to 6. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- The material delivered follows the guidance set out by the PSHE Association and is age appropriate at every stage.
- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe
- The lessons are taught with a mixture of discussion, presentations and learning activities. The visual materials shown are carefully considered to further the children's understanding and are always age-appropriate.
- Tasks set in RSE will consider the learning needs of the class and, where necessary, be differentiated for those with specific learning needs.

- The sex education component of RSE is delivered in the summer term of Year 6. The material covered includes; how sex is a normal part of a committed, loving relationship, a definition of what sexual intercourse is for heterosexual couples and how sexual intercourse can lead to conception.

Our RSE policy can be views at the following link: [RSE policy.docx](#)

#### **4.4 PSHCEE**

PSHCEE is taught in discrete 30–40minute lessons to all pupils in KS1 and KS2 by class teachers. Our school follows the guidance stipulated by the PSHE association which covers all statutory content as well as non-statutory guidance in a comprehensive and holistic framework. The PSHCEE programme reflects the school's inclusive ethos and alongside assemblies, promotes the British values of democracy, tolerance, mutual respect, individual liberty and the rule of law. In EYFS, PSHCEE forms an important part of the curriculum and is approached wholistically, with adherence being paid to personal, social and emotional education.

Our curriculum is outlined below. The full PSHCEE policy can be accessed at the following link: [5a PSHCEE policy.docx](#)

#### **4.5 SMSC and British Values**

SMSC and British Values are taught both discretely and indiscretely through

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHCEE Curriculum
- Circle Time
- Assemblies
- Wellbeing check-in chart and interventions
- Behaviour policy
- Structured reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council)
- Special days (e.g. fundraising, cultural experiences)

The full SMSC and British Values policy can be accessed here: [5a MSC & British Values Policy.docx](#)

#### **4.6 Planning expectations**

##### Short term planning

Short-term planning document can be accessed at the link below. A key question is developed in relation to the learning objective and used to steer the learning. The key question should be written in a pupil friendly way, the idea being that at the end of the lesson, the pupils will be able to answer it. E.g. Can I locate familiar places on a map? What are map symbols? A brief lesson overview is expected, this should not be script-like. Lesson prompts/scaffolding is acceptable. If staff would like to, they can add links to lesson resources. However, this is not expected. Scaffold and stretch should be outlined with initials added to identify specific pupils.

[SWS Planning Template.](#)

##### Medium term planning and long term planning

Medium term planning and long-term planning is developed to show the progression of knowledge and skills across the school in all subject areas. It is overseen by the subject leader and is a collaborative document that all staff contribute to and is regularly revisited in staff meetings.

## Resources

Although the school has purchased the resources outlined below, staff are encouraged to explore a variety of resources,

- Twinkl phonics scheme
- Spelling shed spelling scheme
- White Rose maths scheme.
- Plan B science/RE scheme
- Purple Mash computing scheme

Our EYFS curriculum policy can be accessed at the following link: [EYFS Curriculum Policy.docx](#)

## 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 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 and EAL policies.

[3b EAL English as Additional Language Policy.docx](#)

[3b SEND Policy.docx](#)

[Inclusion Policy.docx](#)

## 6. Monitoring arrangements

The Headteacher and Deputy Headteacher monitor the way their subject is taught throughout the school through:

- Learning walks
- Planning scrutinies
- Book scrutinies

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the headteacher or deputy headteacher. 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 Curriculum Policy.docx](#)
- [EYFS Curriculum Policy.docx](#)
- [3b Stretch and Challenge Policy.docx](#)
- [3b SEND Policy.docx](#)
- [Inclusion Policy.docx](#)
- [RSE policy.docx](#)
- [5a PSHCEE policy.docx](#)
- [5a MSC & British Values Policy.docx](#)
- [3b EAL English as Additional Language Policy.docx](#)

### Review:

This policy will be reviewed on a two-year regulation rolling programme.

Policy Owner	Headteacher		
Date Reviewed	February 2024		
Date of Next Review	February 2026		
Governing Body Approval	Yes/No	Signed/Dated	
Website/App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No



## Appendix 1: Quality Teaching and Learning Framework



# Quality Teaching & Learning Framework

We provide context to ensure learning is relevant.



We introduce new material in small steps, which are constantly reviewed and built upon.



We strive to empower our pupils with the knowledge, skills and understanding to succeed.

We scaffold tasks when needed, to stretch and challenge our pupils.



We aim for independence for all of our pupils in thought, practice and reflection.



We guide our children with questioning and check understanding through live interventions.

We have high expectations for all of our pupils, with success for all.