



CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL



Each of you should use whatever gift you have received to serve others, as faithful stewards of
God's grace in its various forms

1 Peter 4:10

Curriculum Policy

Policy to be approved by	FGB via Standards
Policy last reviewed	August 2023
Policy ratified and adopted by the Full Governing Body	September 2023
Policy due for review	As required

This policy should be read in conjunction with the school's:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Feedback Guidelines

1 Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Christ the Saviour Primary School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

2 School Vision

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

3 Whole School Curriculum Intent

Our curriculum is delivered through high quality sequential, subject specific learning. The themes of global learning and Christian Values weave throughout our curriculum. The curriculum is creative, coherent and inclusive and enables pupils to become self-motivated, independent learners. A focus on learner contribution and critical thinking enables the development of knowledge and skills that are meaningful and relevant in a global context. Each child's unique gifts are recognised and nurtured in order to prepare our children to be educated citizens in a global world.

4 Content

- In Nursery and Reception we adopt the statutory framework for [Early Years Foundation Stage](#)
- In KS1 and KS2 we adopt the statutory guidance and programmes of study of the National Curriculum in [English](#), [mathematics](#), [science](#), [art and design](#), [computing](#), [design and technology](#), [geography](#), [history](#), [languages at KS2](#), [music](#) and [P.E.](#)
- We adopt the [Read, Write Inc](#) approach to the teaching of systematic synthetic phonics across the school.
- We base our maths teaching on the [White Rose Scheme](#)
- We fully adopt the national guidance on [PSHE from the DfE](#), and we base our PSHE teaching on the [EGFL PSHE Scheme](#).
- We adopt a separate **Religious Education Policy** which sits alongside this overarching curriculum policy. We uphold the aims of the [non-statutory guidance](#) in the teaching of R.E. and follow a school curriculum, approved by the governors, which is based upon '[The Way, the Truth and the Life](#)' syllabus and [LDBS units of work](#).
- In PE we base our teaching around the [Complete PE](#) scheme
- The spiritual, moral, social and cultural aspect of the curriculum is taught in accordance with the DfE guidelines and includes discussion of [British values](#)

5 Global Learning

Global learning themes are woven throughout our curriculum. Each year group has a termly global learning theme or inspiring individual whom they study both through subject specific lessons and in a weekly time dedicated to global

learning. In addition, whole school global learning lessons are prepared by the Global Learning Lead on the themes of service, inclusiveness, tolerance and developing our gifts and year groups deliver global learning lessons in response to current affairs, supported by [Picture News](#) resources.

6 Christian Values

Our Christian values underpin all we do as a school; our key Christian values as stated in our vision are **love and service**. However, the 15 Christian values listed below are actively taught and promoted in our school, most specifically through our carefully planned Collective Worship schedule:

- reverence
- wisdom
- thankfulness
- humility
- endurance
- service
- compassion
- trust
- peace
- forgiveness
- friendship
- justice
- hope
- creation
- koinonia

7 Organisation and Planning

Responsibility for the organisation and planning of the curriculum lies with the Curriculum Lead, Su Larson, and the Subject Leads, working together with Year Leads. Subject leaders are assisted by a subject curriculum team who meet at least termly. For details of individual subject intents and implementation please see the curriculum pages on our school website and the **Subject Intent and Implementation** documents in the curriculum folder on the teacher portal. The curriculum folder also includes **Curriculum overview** documents which detail the sequence of units taught in a subject and **Medium Term Plans** which detail the key learning objectives, vocabulary and key knowledge and skills in each unit in the curriculum. Please see our **Teaching and Learning Policy** for more details about how the curriculum is planned.

8 Role of the Subject Leader

The role of the subject leader is to ensure that their subject is taught in a cohesive, coherent and sequential way, in line with our school curriculum intent and the requirements of the National Curriculum. The Subject Lead heads up a curriculum team and should work with them to

- provide a strategic lead and direction for the subject
- support colleagues on issues related to the subject and ensure that teachers' subject knowledge is current
- ensure there is clear pupil progression in a subject area both within year groups and throughout all key stages
- monitor teaching and learning
- audit provision, plan improvements, and improve outcomes for all pupils
- ensure that the school website accurately represents and promotes their subject

9 Inclusion

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 and taking part in every subject. Teachers will also take account of the needs of pupils whose first language is not English and those who are gifted and talented. Further information can be found in our [Equality and Inclusion Policy](#), and in our [SEND policy](#) and information report.

10 Curriculum Assessment

For details of the way the curriculum is assessed please see the school's **Assessment Policy**.

II Monitoring and Review

Our Curriculum Lead, Su Larson, is responsible for implementing and reviewing this policy.

The Governing Body will monitor the effectiveness of this policy and participate actively in decision making about the breadth and balance of the curriculum.