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# CURRICULUM POLICY

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## 1. Policy Statement

It is the firm commitment of the Cranmer Education Trust (CET) that all our pupils and students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes will lead to recognised qualifications. The curriculums of our schools reflect their individual communities, identities and histories.

Social, moral, spiritual, and cultural development (SMSC) is the golden thread running through all aspects of provision, designed to foster resilience, self-worth, cultural capital, social cohesion and integration. The curriculums of our schools seek to empower our young people.

Our primary curriculums are ambitious, designed to give all our children, and particularly those who are disadvantaged or who have special educational needs and/or disabilities (SEND), the knowledge, cultural capital, and enjoyment of and resilience in learning that enables them to progress successfully into secondary education and their lives as young people in our community. The breadth of curriculum provision in Years 7-9 will enable a large majority of students to take and enjoy the full EBacc at GCSE (Maths, English, Science, History, Geography and a Modern Foreign Language). At Key Stage 4 this will be supported by an Open Pot of subjects and qualifications that enable every student to succeed and progress.

Our curriculums include co-curricular enrichment and enhancement to further build social and cultural capital.

The academic, co-curricular and pastoral curriculum ensures pupils leave our schools as well rounded, informed and resilient young people ready to take their place in the world.

## 2. Principles that underpin our curriculum design

- **Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said and created.
- **Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
- **Rich** – so that all children and young people can widen their horizons develop creativity, life experiences, and increase cultural capital.
- **Interconnected** – so that our pupils are able to see links and connections within and across learning, can synthesise new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
- **Progressive** – learning builds on prior experience, gradually deepening understanding and mastery.
- **Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go. Our primary curriculums are strongly linked to the context of the school and its locality, reaching out from there to the wider world, building strong general knowledge and cultural capital.

### 3. Principles for Learning

- A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross-curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and learning. In the early stages of learning to read, reading materials are closely mapped to pupils' phonics knowledge.
- **High quality learning time**, where young people are given time to master and apply key disciplinary concepts.
- An understanding of the **cognitive science** of how students learn – ensuring they can remember and do more, grow in self-motivation and self-management; aiming for fluency and automaticity in key concepts which feature in our curriculum.
- Formative assessment: we check pupils' understanding systematically, identify and address misconceptions quickly, and respond and adapt teaching, as necessary.
- Achievement for All: our pedagogy is adapted, and learning is structured to ensure that all pupils, including those with Special Educational Needs and Disabilities, can access, enjoy and experience success in the same curriculum entitlement for all pupils. Specific challenges, barriers and issues are identified and addressed.
- **Social development and fellowship** - so that our young people look forward to coming to school because there are so many things to be involved in and so many new things to experience, where they can grow socially and emotionally.

### 4. Curriculum Structures

#### 4.1 Early Years (Foundation Stage)

The Foundation Stage extends from birth to the end of the Reception year. Entry into our school is at the beginning of the school year in which a child turns five.

The Foundation Stage is important in its own right as it prepares children for later schooling. It is the 'Early Learning Goals' that set out what is expected of most children by the end of the Foundation Stage.

The foundation stage aims to:

- Provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- Develop warm and secure relationships between children and adults.
- Provide a high-quality curriculum in line with the Early Years Foundation Stage Framework.
- Develop the moral and social values of the children.
- Encourage active learning through first hand experiences, both indoors and outdoors.
- Encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- Value cultural diversity within our school and community.
- Develop positive home school links and share a common sense of purpose with parents.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complimentary themes:

- A Unique Child – every child is a competent learner
- Positive Relationships – children learn to be strong and independent
- Enabling environments – supporting and extending a child's development
- Learning and Development – three prime and four specific areas of learning and development.

The EYFS curriculum at St George's underpins all future learning by promoting and developing the seven areas of learning and development. These areas are divided into three prime areas and four specific areas: the three prime areas, which are Foundations for school readiness and future progress linked with the National Curriculum are:

- Communication and Language
- Personal, Social and Emotional development
- Physical development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

At St George's it is important that children in the Early Years are given the opportunity to learn to develop their:

- Self-confidence and self-awareness
- Ability to manage their feelings, behaviours and make relationships
- Listening and attention, speaking and understanding skills
- Moving and handling
- Health and self-care
- Reading and writing skills
- Numbers, shape, space and measure
- Understanding of people and communities, the world and technology
- Expressive arts and design and skills in being imaginative

Through play, our children explore and develop learning experiences which help them make sense of the world. They practise, build up ideas and develop an understanding of the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.

#### 4.2 Key Stage One and Two

St George's CE Primary school curriculum meets the requirements of the 2014 National Curriculum and is designed to reflect the needs of our school community. We aim to ensure that the curriculum is exciting and challenging, reflecting and nurturing children's interests and needs as well as celebrating traditions that are important to our community with a strong Christian influence. It develops knowledge, understanding and acceptance of other cultures, traditions and faiths. Links between subjects are made where possible to ensure an engaging and relevant context within which to learn. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching vital life skills children need in order to be safe and happy in and out of school.

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement. The National Curriculum is just one element in the education of every child and at St George's, we seek to offer broader experiences than the National Curriculum alone.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively spiralling knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose/apply these in relevant situations.
- Support pupils spiritual, moral, social and cultural development.
- Support pupil's 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 ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

### 4.3 Core Subjects

#### *English*

Our English curriculum develops around high quality texts to inspire pupils. Where possible, this is linked to the termly topic. Pupils begin by reading and analysing the text. They develop their vocabulary by drawing on the text and applying this to their writing. Pupils learn to improve their writing through drafting and editing to create a piece of writing with a purpose. Pupils can clearly see improvements from the start of a unit of work when they produce a 'cold write' – a piece of independent writing without support, to the end of a unit of work when they create a 'hot write' – a piece of writing where pupils apply the learning from the unit and evidence the progress they have made.

At St George's we base a high level of importance on reading, believing that this is the key to strength in writing. Children in reception, and KS1 have a daily phonics lesson using the Read, Write, Inc scheme. This is delivered through small groups appropriate to the children's current ability, seeking to accelerate phonic knowledge. From year 2 (spring) to year 6, reading is developed through a daily session where key skills such as fluency and comprehension are developed. As a school we have developed 'reading characters' to support pupils within reading lessons, ensuring they understand the skills and techniques required to become effective readers.

#### *Maths*

Our maths curriculum is delivered through the 'White Rose Maths' scheme. This focuses on pupils developing the building blocks for maths through a spiral curriculum where children are taught methods and strategies that are developed within each year group. Pupils learn to transfer skills into solving problems creating a confidence in their mathematical ability. In addition, pupils access 'fluency' sessions which seek to increase automaticity when recalling mathematical facts such as number bonds and multiplication tables.

## Science

Our science curriculum is delivered through the 'Grammarsaurus' scheme. The scientific knowledge and conceptual understanding has been mapped to ensure pupils have repeated opportunities to revisit key knowledge and have a clear understanding of the uses and implications of science, today and for the future.

### 4.4 Foundation Subjects

The geography and history curriculum has been built with our children and community in mind. The sequence of learning starts personally with the children in their own setting moving to the wider world in upper Key Stage 2. Pupils are given opportunities to recap learning from previous units and increase their knowledge and skills through a spiralling curriculum. Our aim is to ensure that pupils maintain knowledge of key information (Crucial knowledge) and skills and build on this overtime. Care has been taken to ensure that units of work are relatable for our pupils. Examples of this are in year 5 when pupils learn about the war by following the life story of a local 'Shaw' man and in year 6 when pupils learn about Early Islamic Civilisation to ensure pupils develop an understanding of how other cultures and faiths have impacted our society.

Some subjects are taught in isolation through purchased schemes such as 'Purple Mash' for computing, Real PE and Kapow for MFL in KS2. This is to enable teachers to teach quality lessons for all subjects. Purchased schemes have been analysed to ensure they are fit for purpose and are appropriate for our pupils.

Whilst we recognise a need to ensure core subjects are the key to ensure pupils are literate and numerate, we believe this should not be at the expense of a broad and balanced curriculum which seeks to develop pupils holistically. Our aim is that all subjects seek to support and enhance pupil development. Throughout the year we offer 'experience days' to our pupils which seek to enhance and excite them within their learning. These may take place on or off site, examples being outdoor pursuits, cultural music, artists through time, 'LIGHT' within religion. Close links with Trust secondary schools gives pupils the opportunity to be taught by a specialist teacher and use specialist equipment that is not available in our primary school setting.

### 4.5 Religious Studies

As a designated CE school, we teach the approved Manchester Diocese RE Syllabus. The curriculum reflects current thinks in and research around religion and worldviews. The curriculum presents a 50% balance between Christianity and other Religions and Worldviews. The thematic approach develops a depth of knowledge, wisdom and understanding, while encouraging curiosity, reflection and exploration of the ways in which people live, enabling children and young people to recognise the value of their communities and contribute to them living well together. Through a developing understanding of faith and non-faith perspectives, the curriculum encourages pupils to explore and develop their own spirituality and search for meaning and direction in life. Pupils are given the opportunity to question and challenge, deepening their understanding.

The curriculum is enhanced by contributions from representatives of different faith communities.

### 4.6 Enrichment

St George's offers a variety of enrichment opportunities for pupils delivered by staff within school. These include clubs with a sports focus, science or the arts alongside clubs that support emotional wellbeing. Clubs run for six week blocks on a limited number/age range basis. Clubs vary across the academic year to ensure we offer a wide range of opportunities.

During lunch times, pupils from year 2-6 can access and engage in a variety of activities such as basketball, dodgeball, a quiet indoor zone and mini in school competitions.

In addition, pupils can access additional enrichment activities through external providers such as dance. These are run by private organisations on our premises and involve a charge.

Each academic year pupils are able to access at least one educational visit linking to a termly topic with additional enrichment events, linking to our curriculum, taking place on our school site. School set a suggested donation to allow us to continue running these events with the cost being subsidised from the school budget.

In Upper Key Stage Two pupils are able to attend a residential visit to Robinwood supporting the development of teamwork and resilience alongside experiencing new opportunities that challenge them. There is a cost to cover this residential which is also subsidised by school funds.

#### 4.7 Social, Moral, Spiritual and Cultural Development

There are numerous opportunities for supporting pupil SMSC development through all areas of the curriculum. Our Mission Statement, 'Let Our LIGHT Shine', threads through all aspects of school life and holistically supports the social, moral, spiritual and cultural development of pupils by developing a 'Love of Learning' (L), instilling 'Independence' (I), focussing on 'God in Our Hearts' (G), reaching our full potential through 'High Achieving' (H) and living our journey 'Together as One Family' (T).

Spiritual development is promoted through RE lessons, a range of collective worship and half termly worship themes using the 'Roots and Fruits' collective worship books. This also links with the wider Trust worship themes each academic year. Pupils take part in collective worship led by a variety of people including the parish minister, the Trust chaplain, members of staff within school and the involvement of pupils themselves (Faith Ambassadors and class collective worship). Reflective areas are in each classroom and include a 'prayer tree'. Half termly reflective boxes are interchanged across the year so that each class can focus on an overarching element of Spiritual reflection such as love, the Holy Spirit or peace. We want our pupils to see their spiritual development as important as their academic development.

Moral development is promoted through our rights and responsibilities focussed behaviour policy with an emphasis on mutual respect for all, PSHE lessons and collective worship along with fundraising for local and National charities. Children are encouraged to reflect on the impact of their actions on others so they can develop a strong moral understanding and purpose within life.

Social development is promoted through a wide range of collaborative learning experiences and opportunities through PSHE, pupil voice, community events and the rights and responsibility focus of our behaviour policy. Pupils are given the opportunity to share their voice in school development from an early age within our school council and eco council.

Cultural development is promoted through the breadth and richness of our curriculum and the positive sharing of the varied lives within our school community in the identity of our pupils and their families. This includes specific learning opportunities within our PSHE curriculum. Across their primary years, pupils are given the opportunity to visit museums, galleries, theatres, secondary settings and residential.

#### 4.8 Wellbeing

The well-being of our pupils is extremely important to us at St George's where we believe that children learn best when they are happy. Our PSHE curriculum enables pupils to develop skills in looking after their physical and mental well-being and this also threads through our collective worship. As children enter school in Reception, baseline assessments take place regarding the emotional and social needs of each cohort of pupils, the curriculum is then adapted accordingly to develop and strengthen pupil wellbeing. Frequent pupil voice takes place by subject leaders and the school mental health champion to gather

evidence of pupil wellbeing, and again, PSHE, circle time and Collective Worship is adapted taking pupil voice into consideration.

The Wellbeing curriculum incorporates all aspects of the DfE statutory framework for Relationships and Sex Education (2020) which outlines what students should know by the end of primary school to keep them happy, healthy and safe. Statutory areas of learning include:

- different types of relationships including friendships, family relationships and dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others; commitment, tolerance
- boundaries and consent; how to manage conflict; and also how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online
- factual knowledge around the human body
- healthy bodies and lifestyles including keeping safe, puberty, drugs and alcohol education
- healthy minds including emotional wellbeing, resilience, mental health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. Staff are also mindful that a particular need may leave a young person more vulnerable to exploitation and therefore preparation for adult life will be particularly important.

The intent of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community through:

- Helping students develop feelings of self-respect, confidence and empathy.
- Equipping students who are members of distinct faith communities to take their place in a rapidly changing and challenging world.
- Providing a framework in which sensitive discussions can take place; preparing students for puberty and developing their understanding of the importance of health and hygiene.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching students the correct vocabulary to describe themselves and their bodies.

The curriculum is pro-active in teaching our pupils the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject is constantly evolving to ensure that we meet the specific needs of the individuals and groups of pupils within a given year group. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

Our Wellbeing curriculum is also informed by Keeping Children Safe in Education (2021) and Ofsted's Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2021).

#### 4.9 Preparing Children for beyond Primary

The school curriculum places our pupils in a strong position for starting secondary school with pupils accessing a full and well-developed programme of study which builds on prior learning. School engages parents in sharing appropriate information about their professional roles to help children aspire for their

future. Links with Secondary settings within the Trust enable upper key stage two children to engage in learning in a secondary setting for some curriculum subjects such as through a DT or RE day. This means they are able to experience a secondary classroom for specialised subjects before moving onto Secondary school.

#### 4.10 Achievement for All

We value the diversity of all individuals within the school and view school as an inclusive community of professionals, pupils and parents. All children at St George's school are treated fairly regardless of race, religion or ability and all children and their families are valued within our school community. We plan to meet the needs of boys and girls, children with additional needs, children who are more able, children with disabilities, children from all social backgrounds, children of different ethnic groups and those with diverse linguistic backgrounds as well as those from all social backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on children's learning needs
- Providing a wide range of opportunities to motivate and support children and help them learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all children is valued
- Employing resources that reflect diversity and that avoid discrimination and stereotyping
- Planning challenging activities for those children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and providing support (such as referrals to speech therapy) as necessary

### 5. The Quality of Education: Governance

The trustees of The CET have delegated the monitoring of the quality of education to local governance in each school. Local governors review progress against school improvement priorities, which are identified by the Executive Headteacher/ Head of School with the advice and support of the CEO and the School Improvement Partner, hearing from leaders and where possible seeing, in practice, how the design and delivery of the curriculum is developed and improved and how this is helping all pupils and students, including those with SEND or who are disadvantaged, to learn well, make good progress and achieve.