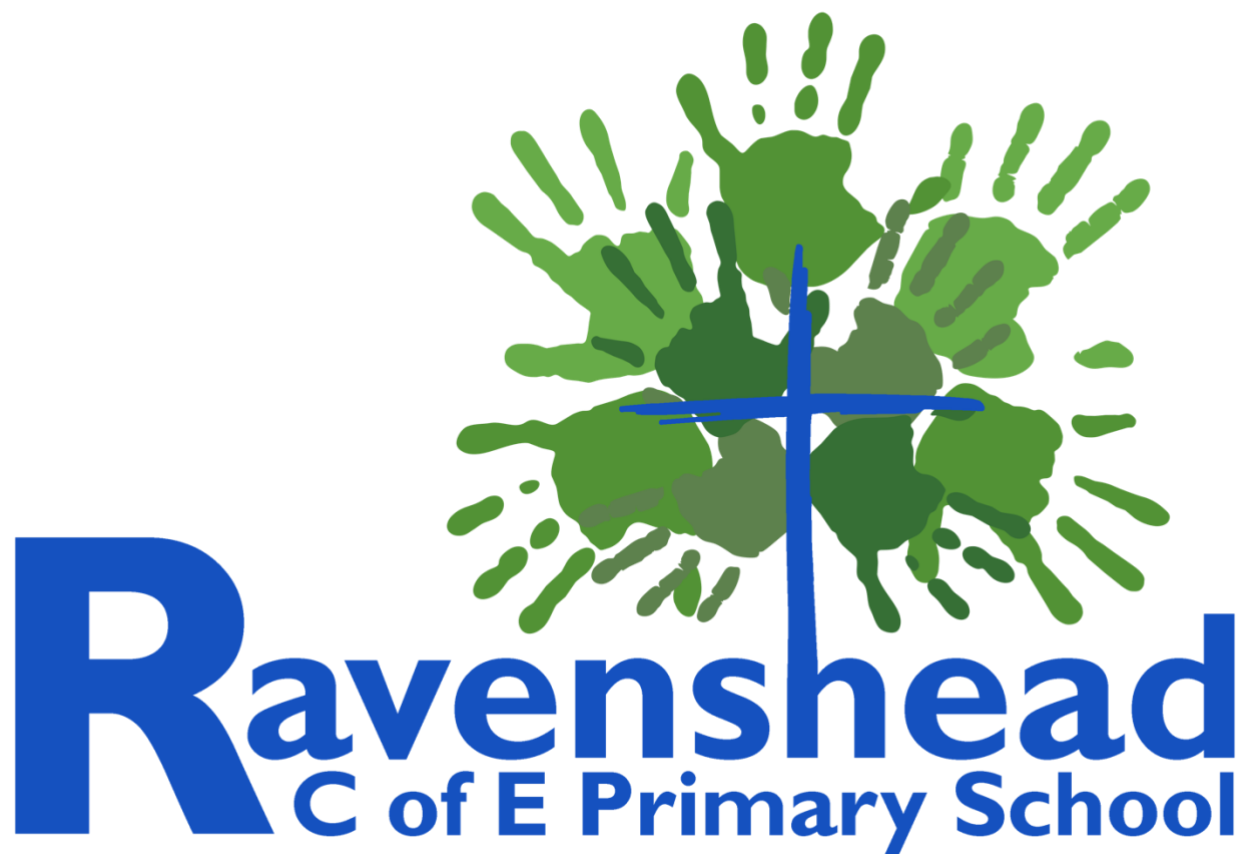




Curriculum policy

Ravenshead C of E Primary School

This policy was adopted:	September, 2024
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Statutory policy:	No.
Source:	School.

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Our School Vision

Our school vision is based on the theme of '***Taking Care***'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and Respect.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

1. Curriculum aims

Our curriculum aims/intends 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.

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](#).

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 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.
- 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.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Alongside the Headteacher, Becky Howard is responsible for the curriculum at Ravenshead C of E Primary School.

4. Organisation and planning

At Ravenshead, providing our children with opportunities for learning which lead to maximum growth and development is our top priority, including designing and implementing a curriculum that is best suited to their needs. We want to provide them with a curriculum with both breadth and depth, that is highly relevant and purposeful, exciting for both staff and pupils, and that will really make a difference to their outlook and views. We aim to offer a wide range of inspiring, engaging and exploratory learning experiences, developing cultural capital through planned activities, such as residential trips, and teaching them about human creativity and achievement.

Our school vision is based on the theme of '**Taking Care**'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of **Kindness, Hope, Courage** and **Respect** with a view to changing our pupils' hearts, as well as their minds.

Each of our topics begins with an enquiry question. By cutting across subject boundaries and emphasising unifying concepts, integration focuses on connected knowledge and skills, allowing pupils to engage in relevant, meaningful learning that can be connected to real life. This does not mean, however, that individual subject disciplines aren't taught. Pupils must have substantive and disciplinary knowledge embedded in the first place, in order to make meaningful, authentic connections. Our curriculum model, consisting of individual subject schema through which concepts are woven together to give a high quality, multi-disciplinary approach to learning.

In line with the centrally prescribed National Curriculum aims, the big ideas ensure pupils gain a real appreciation of human creativity and achievement.

Substantive Knowledge

There is clear domain specific, factual content (substantive knowledge) prescribed for the subjects, organised into a sequential flow within the thematic units. The subject fields are clearly marked, so there is no confusion around which domain(s) the pupils are working in. Subject specific vocabulary is also detailed in a progression across the phases. This learning is then interlinked, as appropriate, within the thematic units.

Disciplinary Knowledge

Disciplinary knowledge is anchored in the knowledge building system for each subject e.g. history - cause and consequence. Pupils learn that studying history involves learning about perspectives and interpretations, whereas learning about science focuses on aspects such as methods of investigation.

How does our curriculum allow pupils to successfully 'learn the curriculum'?

The inter-connected network of skills and knowledge, which helps pupils develop their subject specific thinking, enables them to identify relationships between disciplines and make connections with increasing fluency in different and more complex situations.

Using the skills ladder in tandem with the knowledge building system, pupils are able to construct a clear subject narrative over time, with key foundation concepts and vocabulary further developed at every stage. This leads to curriculum depth and lasting learning.

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 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.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through monitoring visits in school and discussions at the 'Strategic Development' sub-committee Governor meetings.

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

- Learning walks.
- Book looks.
- Planning scrutiny.
- Pupil voice.

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