Curriculum Policy

Christ Church C of E (C) Primary

Our Vision: Our Christ Church community is underpinned by a strong shared ethos of high expectations, enthusiasm for challenge and our Christian values. Our values are the foundation of our ambitious, engaging and sequential curriculum, which is inclusive and responsive to the needs of all learners. We seek to remove barriers to learning, enabling every child to thrive, develop resilience and independence, and become well-equipped to contribute positively to society.

Our Unique Curriculum: At Christ Church C of E Primary School, we follow a Big Question curriculum; encouraging pupils to be inquisitive, make connections and develop their understanding across all areas of learning. Our curriculum is underpinned by the National Curriculum and is carefully sequenced to develop knowledge and skills progressively, enabling all children to become well-rounded, knowledgeable and resilient learners. We are ambitious for every child. Through high-quality teaching, appropriate adaptation and effective scaffolding, we seek to remove barriers to learning whilst maintaining high expectations and challenge for all. Teaching responds to pupils' individual needs and starting points, enabling every child to access the curriculum, make progress and develop increasing independence. Subject leaders carefully map the progression of knowledge and skills across the school. Knowledge organisers support planning and communication with parents and carers, while subject PowerPoints are used consistently across non-core subjects to support the recall and retrieval of prior learning.

Last reviewed:	October 2026
Next review due by:	October 2027

Contents

1. Curriculum aims..... 2
2. Legislation and guidance 2
3. Roles and responsibilities 3
4. Subject leadership..... 4
5. Organisation and planning..... 4
6. Inclusion..... 5
7. Monitoring arrangements 6

---

1. Curriculum Aims

Our curriculum intends to:

- Provide a broad, balanced and ambitious education for all pupils that is coherently planned and sequenced, enabling children to develop the knowledge and skills needed for future learning and life.
- Enable pupils to develop secure knowledge, understand concepts, acquire skills and apply their learning in a range of contexts.
- Ensure all pupils can access and participate in the full curriculum, identifying and removing barriers to learning through appropriate adaptation and scaffolding, whilst maintaining high expectations and ambition for all.
- Provide appropriate challenge and support, responding to pupils' individual needs and starting points and enabling them to develop increasing independence.
- Support pupils' spiritual, moral, social and cultural development, reflecting our Christian vision and values.
- Support pupils' physical development, wellbeing and understanding of how to lead healthy, active lives.
- Promote positive attitudes towards learning, developing curious, confident and resilient learners.
- Equip pupils with the knowledge and cultural capital they need to succeed in life and contribute positively to society.
- Promote the learning and development of our youngest children, building strong foundations and preparing them for future learning.
- Provide regular opportunities for pupils to retrieve, practise and apply prior learning, enabling knowledge and skills to become secure over time.

2. Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all local-authority-maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years and the Equality Act 2010, and takes account of curriculum-related expectations for governing bodies set out in the Department for Education's Maintained schools: governance guide.

In addition, this policy reflects the requirements for the learning, development and care of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and Responsibilities

The Governing Body

The Governors will monitor the effectiveness of this policy and hold the Co-Head Teachers to account for its implementation. The Governors will also ensure that:

- A robust framework is in place for setting curriculum priorities and maintaining high expectations and ambition for all pupils.
- Sufficient teaching time is provided for pupils to access a broad and balanced curriculum and meet National Curriculum and other statutory requirements.
- The curriculum is inclusive and accessible to all pupils, including those with SEND and/or disabilities, and that appropriate provision, reasonable adjustments, adaptations and support are in place to remove barriers to learning.
- The school fulfils its statutory duties relating to SEND, equality and inclusion.
- The school implements the relevant statutory assessment arrangements.

The Co-Head Teachers

The Co-Head Teachers are responsible for ensuring that this policy is implemented effectively, and that:

- All required elements of the curriculum, and those subjects the school chooses to offer, have clear aims and objectives that reflect the school's vision and curriculum aims.
- The curriculum is broad, balanced, ambitious and accessible to all pupils, with high expectations maintained for every child.
- Sufficient time is provided for teaching the required elements of the curriculum and this is reviewed appropriately with the governing body.
- The school's assessment arrangements meet statutory requirements and are used effectively to inform teaching and learning.
- The governing body is provided with appropriate information to understand the breadth, balance and effectiveness of the curriculum and fulfil its strategic responsibilities.
- Appropriate provision is in place for pupils with different needs and starting points, including pupils with SEND and/or disabilities, so that barriers to learning are identified and addressed through high-quality teaching, appropriate adaptation, reasonable adjustments and support.

The Senior Leadership Team

The Senior Leadership Team will:

- Lead and develop our Big Question curriculum, ensuring that it remains broad, balanced, ambitious, engaging and accessible to all pupils.
- Communicate the intent and organisation of our curriculum effectively to pupils, staff, parents/carers and governors.

- Work closely with subject leaders to ensure there is a clear and progressive sequence of knowledge and skills across all subjects and year groups, meeting National Curriculum requirements.
- Ensure subject leaders have a secure understanding of the quality and impact of their curriculum, including how well pupils know, remember and apply their learning over time.
- Provide strategic leadership for English and mathematics, working closely with subject leaders to secure high-quality provision and strong outcomes for all pupils.
- Promote enthusiasm, curiosity and positive attitudes towards learning across the full breadth of the curriculum.
- Maintain high expectations and standards across all National Curriculum subjects.
- Ensure that the curriculum is accessible to all pupils, including those with SEND and/or disabilities, and that teachers identify and remove barriers to learning through appropriate adaptation, scaffolding, reasonable adjustments and support, whilst maintaining ambition and challenge.
- Monitor the implementation and impact of the curriculum through a range of evidence, including learning walks, pupil voice, work scrutiny, assessment information and discussions with subject leaders.
- Ensure that curriculum planning and teaching are appropriately sequenced and responsive to pupils' prior learning and needs.

4. Subject Leadership

All subject leaders will:

- Have a clear understanding of the intent, implementation and impact of their subject and provide strategic direction for its ongoing development.
- Ensure that the curriculum is ambitious, coherently sequenced and progressive, with clearly identified knowledge and skills building across year groups.
- Review curriculum planning to ensure appropriate National Curriculum coverage and progression.
- Work closely with Senior Leaders to maintain high standards of teaching and learning within their subject.
- Ensure that their subject is accessible and ambitious for all pupils, including those with SEND and/or disabilities, and support teachers in identifying and removing barriers to learning through appropriate adaptation and scaffolding.
- Monitor the implementation and impact of their subject through a range of evidence, including learning walks, work scrutiny, pupil voice and discussions with staff.
- Develop a clear understanding of how well pupils know, remember and apply the intended curriculum over time.
- Maintain and review their subject profile and relevant curriculum information on the school website.
- Collaborate with other subject leaders, where appropriate, to provide meaningful and engaging opportunities for pupils to make connections across their learning.
- Understand how their subject contributes to pupils' spiritual, moral, social and cultural development, as well as their wider personal development and preparation for future life.

5. Organisation and planning

- At Christ Church C of E Primary School, we use a Big Question curriculum approach. Each year group explores six Big Questions across the academic year, providing meaningful contexts through which pupils develop their knowledge and skills across the curriculum.
- Each Big Question is supported by a curriculum content document (medium-term plan), which identifies the knowledge and skills to be taught. Teachers plan coherent sequences of learning that build on pupils' prior knowledge and enable them to develop increasingly secure and connected understanding. National Curriculum coverage and progression are carefully mapped and monitored to ensure that all pupils receive a broad, balanced and ambitious curriculum.
- Subject leaders develop child-friendly knowledge organisers that identify the key knowledge pupils will learn within non-core subjects. These are used as scaffolds to support pupils' learning, helping them to access, understand and recall important knowledge and develop increasing independence. Knowledge organisers are also shared with parents and carers through the school website. Subject-specific PowerPoints are used consistently to support retrieval of prior learning and help pupils make connections with new knowledge.
- Teachers use their knowledge of pupils and ongoing assessment to inform planning and teaching. Appropriate adaptations and scaffolds are used to remove barriers to learning, whilst maintaining high expectations and appropriate challenge for all pupils. Support is adjusted as pupils develop greater knowledge, confidence and independence.
- Subject leaders ensure that appropriate resources are available to support effective curriculum delivery. Each non-core subject has a subject profile outlining how it is taught at Christ Church. Further detail is provided through relevant subject and whole-school policies, including English, Mathematics, Science, RE, RSE, SMSC, British values and EYFS.
- Showbie is used, where appropriate, to enhance teaching and learning across the curriculum. Further information can be found in the school's Showbie Policy.

6. Inclusion

At Christ Church, we are committed to providing a broad, balanced, ambitious and inclusive curriculum in which every pupil is valued and supported to achieve their potential. We recognise that pupils have different strengths, needs, experiences and starting points and may experience different barriers to learning. High-quality inclusive teaching is the foundation of our provision. Teachers have high expectations for all pupils and are responsible for ensuring that teaching enables pupils to access the curriculum and participate successfully. Teaching is responsive to pupils' needs and may include appropriate adaptations, scaffolding, reasonable adjustments and additional resources or support. Adaptation does not mean reducing ambition; our aim is to remove unnecessary barriers whilst maintaining high expectations and appropriate challenge for all pupils.

We aim to:

- ensure that all pupils can access, participate in and succeed within an ambitious curriculum;
- identify and remove barriers to learning and participation at the earliest opportunity;
- make reasonable adjustments for pupils with disabilities;
- use appropriate adaptation and scaffolding to support access while promoting increasing independence;
- identify pupils with SEND at the earliest appropriate point and provide effective provision through the graduated approach;
- provide additional or different provision where this is required to meet an identified special educational need;
- ensure that pupils' individual strengths, needs and starting points inform teaching and support; and

- work collaboratively with pupils, parents/carers and relevant professionals where appropriate.

Every teacher is a teacher of every pupil, including pupils with SEND. Where a pupil is experiencing difficulty, consideration is first given to the quality and accessibility of teaching and any barriers preventing the pupil from participating or making progress. Where additional provision is required, this complements rather than replaces high-quality classroom teaching.

Teachers also take account of the needs of pupils with English as an additional language (EAL), recognising that EAL is not, in itself, a special educational need. Appropriate support is provided to develop pupils' English and enable them to participate fully across the curriculum.

Further information about the identification of SEND, the graduated approach and provision for pupils with SEND can be found in the school's Special Educational Needs and Inclusion Policy and SEND Information Report.

7. Monitoring arrangements

The Governing Body monitors the effectiveness of the curriculum and ensures that statutory requirements are met. This is undertaken through a range of activities, including governor meetings, reports and presentations from leaders, school visits, curriculum showcase events and pupil voice.

Senior and subject leaders monitor the implementation and impact of the curriculum to ensure that it is broad, balanced, ambitious and accessible to all pupils. Monitoring draws on a range of evidence, including learning walks, work scrutiny, pupil voice, discussions with staff, curriculum planning and assessment information.

Monitoring considers how effectively the intended curriculum is being taught; how well pupils know, remember and apply their learning over time; and whether pupils, including those with SEND and/or disabilities, are able to access, participate in and make progress through the curriculum.

Findings from curriculum monitoring are used to identify strengths, areas for development and priorities for ongoing school improvement and professional development.