



"Loving and Learning for Life, as Jesus taught us."

Leonard Stanley C of E Primary School

Curriculum Policy

Title: Curriculum Policy

Person(s) who created policy: Headteacher and Governing Body

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Loving and Learning together, for life, as Jesus taught us.

Our Vision Statement

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

1. Introduction

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

2. Curriculum Aims

- Empower children to become confident, resilient, and independent learners.
- Nurture kindness and respect within a compassionate learning community.
- Enable children to thrive through a love of learning, curiosity, and creativity.
- Embed our Christian vision in all aspects of school life.

3. Legislative Framework

- The National Curriculum programmes of study.
- SEND Code of Practice (2014).
- Equality Act (2010).
- EYFS statutory framework.
- DfE Governance Handbook.

4. Roles and Responsibilities

Governing Body

- Monitor curriculum effectiveness.
- Ensure provision for all learners.
- Support strategic curriculum development.

Headteacher

- Ensure curriculum reflects school vision.
- Oversee planning, assessment, and provision.
- Advise governors on curriculum priorities.

Subject Leaders

- Develop subject-specific plans and progression.

- Monitor teaching and learning.
- Support staff and promote subject enjoyment.
- Ensure inclusion and progress for all learners.

5. Curriculum Intent

We want our pupils to have big ambitions and high expectations of themselves. We want the children to work hard and show **resilience** to achieve and be **proud** of their achievements. We are an outward-looking school with a strong sense of **community**, and we aim to create a curriculum that truly meets the needs of our children living in the Stroud Valleys, which is **creative** and provides them with essential knowledge (cultural capital) in addition to a **respectful** understanding of **equal opportunities** (protected characteristics), **British values**, and **SMSC** (Social, Moral, Spiritual, and Cultural education). We want to drive and shape a curriculum that is inclusive, broad, rich, exciting, and balanced, which enables each individual child to develop academically, emotionally, creatively, socially, physically, and to be **kind**. Our curriculum will enable the children to acquire **knowledge**, express their opinions, reason, and debate-thinking, and apply knowledge and skills learnt in a wide range of meaningful contexts.

6. Curriculum Implementation

Our curriculum begins in Early Years (Pre-School, aged 3-4) and sequential maths schemes, and the Twinkl phonics scheme begins at this point. The EYFS curriculum in Year R continues and a detailed explanation of the curriculum can be found in the EYFS curriculum and individual subject rationales.

Each class has a whole school curriculum plan, which is sent to parents and showcased on the school's website, and individual subjects are broken down into curriculum maps, progression documents, and rationales (also on the school website).

The learning ethos behind the EYFS framework encourages learning through **a mix of play-based and adult-led learning**. Adults working in early years support children's learning and development through methods such as discussions, modelling, and direct and indirect teaching.

We teach using a range of **topic-based** work in Key Stage 1 and **subject-specific** lessons in Key Stage 2. These topics were chosen specifically by the teachers to **excite our children**, often with key links to our **local area**. We embrace a **reading curriculum** to ensure that children become confident readers. Ultimately, we encourage our children to develop the life skills they need to become confident, kind citizens who can play a positive and active role in modern society.

Each curriculum subject has a **curriculum map**, which shows coverage on a termly or yearly basis. **Progression documents** that show the key knowledge children should learn in each year group and chart progression, which are assessed formatively and recorded on INSIGHT tracker. The subject **rationale**, which explains the intent, implementation, and impact of each subject.

Tablets are used throughout KS2 and Google Classroom and the G-Suite is used extensively to prepare children for the future, facilitate adapted work and use ai to help children with their learning.

It is essential that there is **clarity** in each curriculum subject: the 80/20 rule (planned work/wiggle room), triaging (what to spend more time on), core content prioritisation, tracking, and alignment to our pupils. Specific **milestones** have been set for the end of EYFS, KS1 and KS2 with clear expectations for academic outcomes. **Vocabulary** development supports our curriculum through pitch, progression, reading, oracy, accuracy, and academic fidelity.

Our curriculum is divided into four areas: core, discovery, creative, and well-being.

1. Core curriculum

This refers to English, mathematics, and science, the key subjects in which we are nationally assessed via EYFS, phonics screening, and Key Stage 2 assessments. This curriculum takes approximately 55% of the school's structured timetable, although a great deal of other curriculum time is based on these three subjects.

a) Speaking and Listening

This is a key component of the National Curriculum, which is not assessed past the EYFS stage. We encourage the children to speak, voice opinions, debate, and listen to each other as they develop. The use of phonics intervention is key, and we ensure that all children can perform in plays and take part in assemblies and church services.

b) Reading

Children learn to read using the "Twinkl" phonics scheme. Children begin phonics in reception and work in small groups towards phonics screening at the end of Year 1. Children continue with this scheme systematically throughout the school. Children begin to read using a banded reading scheme, and strong links exist between home and school via a reading record. Children use whole-class reading to provide the children with a rich variety of texts and opportunities to immerse the children with high quality vocabulary and opportunities to read. Children are assessed at the end of Years 1 and 6 (nationally) and at the end of other years (internally).

In KS2, children take part in whole-class guided reading based on a plethora of genres and authors with a focus on VIPER skills. This allows children to be immersed in text and allows specific topics to be introduced and reinforced. (For example, children can revisit history topics a year after studying them.).

c) Writing

Each class has a detailed genre map in which specific genres and relevant grammar are clearly planned throughout the year. The Talk for Writing approach is widely, but not

exclusively, used as a means to improve the link between talking and written text. Each genre is broken down with essential and relevant grammar skills, and writing is assessed using writing checklists and progress recorded. These “checklists” are also the basis for writing scrutiny. Handwriting and spelling schemes are used consistently throughout the school.

d) Mathematics

The maths curriculum is based on the White Rose maths scheme, which has a detailed sequential curriculum. We use the WR workbooks and assessments for each unit of study. Y6 sit the external maths SATs tests, and Y4 sits the multiplication tables test (MTC). Maths is taught every day, with plenty of opportunities to revisit topics and work using adaptive tasks.

e) Science

Science is taught using the Developing Experts scheme. There is a key emphasis on scientific inquiry and children asking questions. Children should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Vocabulary and discussion play an important role, and the scheme shows the range of career opportunities linked with scientific topics.

2. Discovery Curriculum (RE, History, Geography and Computing)

This curriculum enables children to acquire essential knowledge, thereby building their ‘cultural capital.’ We carefully plan what specific knowledge children should learn at each stage of their journey (often called “granular knowledge”), how they will learn it (through discussion, reasoning, debating, trial and error), the progressive skills they will develop, and the various ways they will express their ideas (such as written accounts, posters, plays, musical presentations, or oral presentations).

Humanities topics have been created using the National Curriculum. Knowledge organisers have been created that depict prior knowledge, key knowledge (often referred to as substantive knowledge), key skills (disciplinary knowledge), key vocabulary, and key aspects of our curriculum (experiential activity, quality outcomes the children will achieve, and relevant key texts). History specifically identifies chronology, and geography has a focus on geographical knowledge.

Religious education is taught as a discrete subject following Gloucestershire’s new RE scheme (2025), for which a comprehensive teaching plan is in operation.

Computing is taught discretely and within other subjects. An emphasis on commuting skills, Internet skills, and Internet safety. Programming in KS2 is taught separately by specialist teachers as part of our carousel provision.

3. Creative Curriculum

Creativity is a vital part of the curriculum, and it is celebrated accordingly. The children sing daily in collective worship and can draw and colour regularly in quiet breaktimes and out of school clubs.

The art curriculum is focused on artists of the world and their respective mediums and children are taught isolated art skills to progress. Music is taught using the Charanga scheme and whole class music is used from Gloucestershire music in Year 1, 3 and 6. In addition, peripatetic lessons are throughout the week.

Sign Language is taught as our MFL subject with tasters in European languages at strategic points throughout the year.

4. Well-being Curriculum

This includes physical education, PSHE, RHE and SMSC. The school's PSHE lessons are based on the Twinkl scheme which incorporates aspects which are specific for Leonard Stanley such as creating our school rules, selecting house captains and British Values. Our scheme revolves around three core themes (Relationships, Living in the wider world and health and wellbeing, common to the whole school which ensure consistency. The school uses the Twinkl's RHE (Relationship and Health Education) scheme and shares information for parents'.

Physical education curriculum is structured, based on the National Curriculum. The children also swim three times a week in the summer term in our school swimming pool. There are a range of extracurricular school sports clubs, a number of inter school sporting competitions.

Curriculum Areas

- Core Curriculum: English, Maths, Science.
- Discovery Curriculum: RE, History, Geography, Computing.
- Creative Curriculum: Art, Music, MFL.
- Well-being Curriculum: PE, PSHE, RHE, SMSC.

8. Organisation and Planning

- Topics launched and concluded with experiential activities.
- Discrete subject teaching within themes.
- Use of visitors, trips, and enrichment activities.
- Outdoor learning and local context celebrated.
- Assessment through prior learning checks and unit reviews.

9. Inclusion

- Adaptive teaching for all learners to meet need.
- Aide memoires support differentiation.
- Interventions tracked and reviewed.
- Focus on high ability, PP, SEN, and other key groups.

10. Right to Withdraw

Parents may withdraw children from RE and Collective Worship by written request to the Headteacher. Alternative provision will be arranged.

11. Curriculum Impact

- Quality of work and coverage.
- National and internal assessments.
- Pupil voice and behaviour.
- Book scrutiny and learning walks.

12. Outcomes

- Academic achievement.
- Deep subject knowledge.
- Creative expression.
- Character development rooted in Christian values.