



**St John's**  
CE Primary School

# Curriculum Policy

Article 3-The best interests of the child must be top priority in all things that affect children.

Article 12- Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13-Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14-Every child has the right to think and believe what they want and to practice their religion as long as they are not stopping other people from enjoying their rights.

Article 28-Every child has the right to an education.

Article 29- Education must develop every child's personality, talents and abilities to the full. It must encourage respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31-Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Reviewed by Local Academy Committee in Summer 2025**

**Next Review is in Summer 2028**

St. John's CE Primary School has a dedicated team of staff and Governors, who are committed to delivering a broad and exciting curriculum, which provides appropriate challenge for all.

As a Church of England Primary School, the Christian environment, promotes our key Christian values. British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance, are promoted throughout the school curriculum. These Christian and British Values permeate all aspects of school life to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life.

The curriculum aims to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

St John's a family orientated primary school, situated in Radcliffe not far from Manchester city centre and it is within this context that the curriculum has been developed. The curriculum aims to ensure that it has sufficient breadth, balance and relevance for each child.

The curriculum has been developed to build on children's prior knowledge and helps them to 'know more and remember more' to develop into confident learners who are ambitious, resilient, critical thinkers who collaborate and persevere.

### **Introduction**

The curriculum is all the activities that are planned to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the extra-curricular activities that enrich the experience of the children.

### **Aims**

The curriculum is the means by which the school achieves its objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilled lives.

These are the aims of the school, upon which we have based our school curriculum:

- St John's is an inclusive primary school, committed to providing a safe environment where all children enjoy and achieve
- Children are at the centre of all that we do, and we listen carefully to their opinions and perspectives to ensure that learning has purpose and meaning
- We develop partnerships with parents, valuing their views and support in order to provide the very best opportunities for all children
- We ensure that children have the levels of English and Mathematics to equip them with the skills to continue their learning journey and achieve economic and personal fulfilment
- We ensure that all children experience a broad and balanced curriculum, nurturing and developing the whole child
- Learning beyond the school provides children with experiences that enhance and enrich learning; we are committed to children being involved in as many experiences as possible
- We strive to know our community as best we can and use this knowledge to plan to meet the needs of individuals

### **Aims and objectives of the curriculum**

The aims of the curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid

basis for lifelong learning;

- to enable children to be creative and to develop their own critical thinking;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Manchester Diocesan approved RE scheme.
- to teach children to have an awareness of their own spiritual development; (see agreed definition of spirituality in appendix)
- to help children understand and value the importance of truth and fairness, so they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others.
- to enable children to practice their Maths and English skills across other subjects

### **Organisation and planning**

The curriculum is planned in year groups, based on the requirements of the National Curriculum. Each year group has a long-term plan, which is shared with parents via the school website.

The school website has a dedicated page for each curriculum area which gives more information about the progression of each subject and an overview for all classes. Curriculum coverage. The progression maps also indicate the critical knowledge which is vital for the children to know by the end of each academic year, this knowledge will enable them to build on prior knowledge and support the formation of mental models which ensures learning is remembered over time. Subject leaders have created detailed medium-term plans or ensured quality medium-term plans have been provided, such as using Kapow for Art & Design and NCETM for maths.

These plans state the learning objectives for the unit, links to prior knowledge as well as future learning. The plans also provide retrieval practice opportunities and identify critical knowledge. Teachers focus first on what children 'need to know', ensuring this learning is embedded prior to looking at the 'neat to know'.

Short-term plans are produced for each week, there is no set format for these. Teachers use their professional judgement as to what works best, this may be their own planning format, or IWB slides, PowerPoints etc. These plans set out learning objectives for each session, and detailed information about each lesson. The Teaching & Learning policy sets out further information about lesson design.

### **Children with special needs**

The curriculum is carefully designed to be accessible for all. Teachers make adaptations to lessons to suit the needs of their learners. These are reasonable adjustments and enable all children to take part. Adaptive teaching is part of the Quality First Teaching model. Class teachers are best placed to consider these adjustments and enable children to meet the curriculum from their given starting points. In most instances the child's Special Educational Needs can be met through resourcing or support. Where a child has a physical disability, advice would be sought from a range of professionals to ensure their needs are catered for. Where a child has a learning need which is due to cognitive difficulties, advice would be sought from external agencies. Parents would be consulted in all aspects of provision. The school uses PIVATS5 where the child is working below the level of the National Curriculum. These set out the next steps in learning and those steps are taken into consideration when adapting the curriculum.

### **The Early Years Foundation Stage**

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage Statutory Framework and is planned using Development Matters. The principle that young children learn through play and by engaging in well-planned structured activities. Is at the heart of curriculum planning Teaching in the Reception class builds upon the experiences of the children from their pre-school learning, which keeps the

Prime areas of learning high priority.

All children need the support of parents and teachers to make good progress in school. Positive links with parents are highly valued, keeping them informed about the way in which the children are being taught and how well each child is progressing. Parents are invited in on a regular basis to engage with the children, such as for 'Stay and Play' sessions.

### **Subject Leaders**




It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each leader reviews the curriculum plans for their subject, ensuring that they are updated to reflect any changes and continue to meet the needs of our children., Subject Leaders monitor and review standards in their subject on a regular basis, by conducting book scrutiny, learning walks and through discussion with both pupils and staff. Subject leaders are encouraged to seek out and attend professional development as part of their role, including being a member of their subject association. Subject leads have an allocated budget to resource each subject, they also have the responsibility for monitoring the way in which resources are stored and managed.

### **Monitoring and review**

Our Local Academy Committee is responsible for monitoring the way the school curriculum is implemented. Governors meet with subject leaders to discuss and review subject areas. The headteacher is responsible for the day-to-day organisation of the curriculum.

Reviewed Summer 2025

# Appendix 1: Agreed Definition of Spirituality

<p><b>SELF</b></p> <p>Awareness of our feelings &amp; ability to reflect          Awareness of our uniqueness and self-worth          Happiness with who we are and a sense of joy in life          Awareness of disappointment, suffering and loss          Development of imagination and creativity          Sense of personal responsibility and human capacity for choice          Exploration of personal faith and beliefs          Ability to find inner strength when facing challenges</p> 	<p><b>OTHERS</b></p> <p>A sense of others as feeling, thinking persons          Ability to empathise with others          Showing generosity towards others          Loving all our neighbours, even when this is difficult</p> 
<p><b>BEAUTY</b></p> <p>Developing a sense of awe and wonder          Enjoying the miracles of everyday life          Taking time for what really matters          Appreciating beauty in art, music and nature          A sense of pattern, sequence and order</p> 	<p><b>BEYOND (TRANSCENDENCE)</b></p> <p>A sense of the mystery of life          Being intrigued by mystery          Open to an awareness of transcendence          Ability to explore life's big questions          Being comfortable with stillness, silence, reflection and prayer          Connecting with God          Making sense of the world</p> 