



# Harrietsham Church of England Primary School

## Curriculum Policy

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Responsibility:	Deputy Headteacher
Date approved by Governing Body:	September 2025
Governor signature:	Rebecca Emson (Chair)
Review date:	September 2026

**Harrietsham Church of England Primary School**

**Curriculum Policy**

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## School Context:

### Harrietsham CEP Vision Statement

*We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.*

### **“Nurtured we flourish”**

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

### **Our Values**

The roots of our vision are in the parable of the Mustard Seed.

*‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’.*

**Matthew 13 31-32**

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

### **Love, Fellowship and Forgiveness**

## Statement of Curriculum Intent

Our children are at the heart of Harrietsham Church of England Primary School. We are passionate about the development of the whole child so our curriculum, firmly rooted in our vision, is designed to enable each child to flourish both academically and socially and emotionally.

Tailored to meet the diverse needs of our school community, our unique curriculum incorporates the statutory requirements of the National Curriculum as well as opportunities for personal development. Our broad and balanced curriculum builds on the skills and understanding of our children from their various starting points. We provide a positive and stimulating learning environment for all, where each pupil's contribution is valued and where children are encouraged to articulate their learning through a wide variety of media including; written, spoken language, music and art. Our teachers plan and deliver engaging lessons designed to challenge and deepen understanding. Pupils approach their learning with enthusiasm and interest.

Pupil wellbeing and good mental health are prioritised so that our children become resilient, independent learners. The spiritual, moral, social and cultural development of our pupils and their understanding of British Values are woven through the curriculum and reflected upon in whole school Collective Worship. Children leave Harrietsham Church of England Primary School as confident individuals, well equipped to participate fully in the next stage of their education with an awareness of the wider world.

Our unique and ambitious curriculum is:

- Rooted in our Christian vision and values.
- Nurturing and adaptive to the needs and interests of our children – encouraging a positive attitude to learning and allowing all children to flourish with appropriate levels of support and challenge.
- Mindful of diversity and inclusive of all children.
- Supportive of, and ambitious for, our children's academic and spiritual, moral, social and cultural development.
- Underpinned by the National Curriculum.
- Broad and Balanced – providing enriching opportunities for learning in all subject areas and meaningful learning opportunities through experiences that children remember and talk about.
- Progressive - with key knowledge and skills clearly mapped so that our children are fully equipped for future learning and employment.
- Structured to allow our children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Fun, active and challenging, whilst making the most of our locality and the outdoor environment.
- Supportive of our children's physical development and encouraging of their responsibility for their own health.
- Focussed on oracy - with speaking and listening at its heart.
- Structured to enable our children to see the links between subject areas.

These curriculum aims are underpinned by our Christian values which are interwoven into each year groups topic and explicitly taught to our children through real-life contexts.

## 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](#).

## **Roles and Responsibilities**

### **The Governing Board**

The governing board 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.
- Provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- 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.

### **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 SEND.

### **Other Staff**

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

The Deputy Headteacher is responsible for curriculum development, implementation and reviewing the curriculum.

## **Organisation and Planning**

### **Our Cross-curricular Approach**

We teach a cross-curricular, topic based, curriculum as we believe that children learn best when their learning is inter-connected and meaningful. We learn about big ideas that exist within each subject of the National Curriculum but we

## 'Nurtured We Flourish'

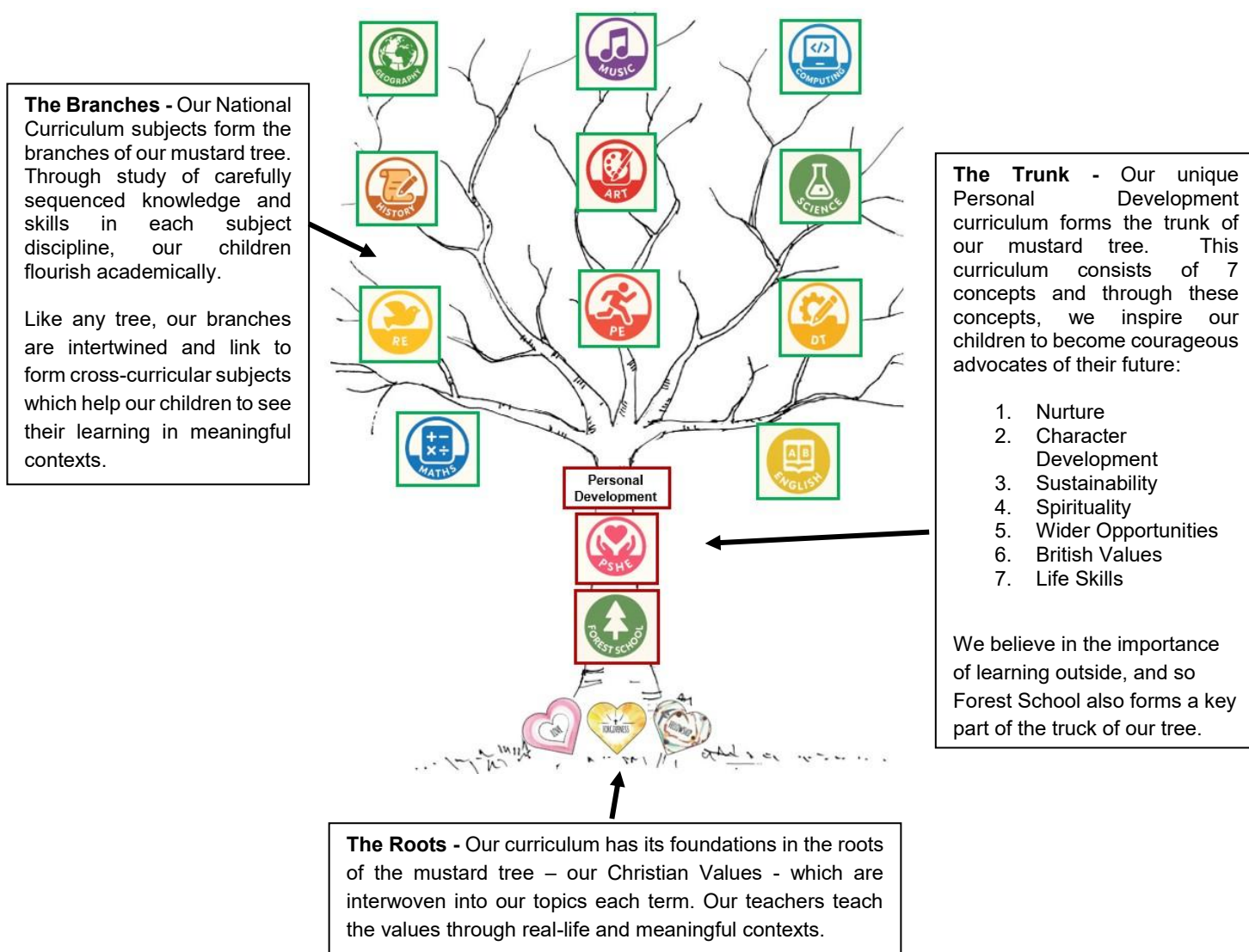
also recognise these ideas *across* different subjects - therefore encouraging our children to connect different disciplines and to connect their learning in a meaningful way.

Through our topic-based approach, we support and encourage our children to learn specific, carefully sequenced, skills and knowledge in each of the subjects of the National Curriculum and we enable them to learn how to gain this knowledge in each of the subject disciplines.

We believe that by structuring our curriculum in this way, children develop deeper learning and more effective transfer and synthesis of knowledge and skills.

### Our Unique Curriculum Structure

Like everything in our school, our curriculum is based around the principle of our Mustard Tree (our school vision and Biblical Story).



Our curriculum is carefully sequenced so that it is progressive and meaningful to the children in our school.

Each subject is broken down into key **Subject Specific Concepts** which we believe are vital for the children to develop a detailed knowledge and understanding of. These concepts are revisited throughout different Topics, within different subject domains and across different year groups, so that our children develop a sequenced and progressive understanding.

Within each subject, the key knowledge and skills have been sequenced from EYFS to Year 6. Subject Leaders have thought carefully about the key objectives which they feel our children should study. The crucial objectives from each

## *'Nurtured We Flourish'*

**Subject Framework** have been selected by Subject Leaders for each year group. These are the focus objectives which are vital for each child to develop an understanding of before they are ready to move on with the curriculum. These are called our **Ready to Progress End Points**.

Our children are very much involved in, and at the heart of, the planning of our curriculum. When designing our unique curriculum, we did so around the needs and interests of the children who attend Harrietsham Church of England Primary School.

Please see our Early Years and Foundation Stage (EYFS) policy for information on how our Early Years curriculum is delivered.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupils from different ethnic backgrounds

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 SEND policy and information report.

## **Monitoring Arrangements**

Our children are advocates of their learning – they can tell you all about what they have learnt and how they have learnt it. Learning can be seen in all of their books.

Our children's Learning Journey books are an effective way to discover what is being learnt in each topic across the school.

Subject leaders regularly monitor books across their subject. Staff are then provided with feedback, ensuring that ideas to develop their practice are also given.

We also encourage 'book looks' between individual year groups to ensure that the quality of teaching and assessment is consistent.

In addition to this, we regularly meet with other schools within our geographical area to monitor progress in our children's learning. In doing this, we are able to secure our judgements when assessing our children's progress and attainment.

Our Headteacher, our Deputy Headteacher, our core subject leaders and our individual subject leaders monitor the quality of our curriculum and the way subjects are taught throughout the school by:

- Speaking to pupils – pupil voice.

- Speaking with staff – staff voice.
- Scrutinising planning.
- Completing regular learning walks.
- Completing 'book looks'.

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

## **Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Teaching and Learning policy
- SEND policy

This policy will be reviewed every year by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.