

John 15:12: This is **my commandment**, that you **love one another**, even as I have **loved** you.



Farnsfield St Michael's C of E Primary School



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

Curriculum Policy

Reviewed Autumn 2023
Next Review Autumn 2025

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Contents

1. Curriculum Intent	3
2. Curriculum Aims	3
3. Legislation and Guidance	3
4. Roles and Responsibilities	4
5. Organisation and Planning	5
6. Inclusion	8
7. Monitoring Arrangements	8
8. Links with other policies	9
9. Policy Review	9

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Curriculum Intent



At Farnsfield St Michael's CofE Primary School, we plan and deliver a broad and balanced curriculum that is tailored to the needs and experiences of our pupils. Our curriculum is deeply rooted in love and Christian faith, underpinned by our seven 'Rainbow Values'. Through real outcomes and concept driven learning, our curriculum develops children's skills, knowledge and wider experiences in order for them to become well-rounded individuals. Our curriculum is designed to ignite a passion for learning that will continue long after children have left our school. As our school motto says, at Farnsfield St Michael's we 'love to learn, learn to love.'

Our school motto underpins our curriculum intent; we want our children to become life-long learners who flourish and realise their God-given talents, as well as developing as individuals and members of their communities. Our children will **'love to learn, learn to love'** throughout their time at St Michael's and throughout their lives beyond.

Curriculum Aims

Our curriculum aims 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 high ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

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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](#).

This policy complies with our funding agreement and articles of association.

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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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

The 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.

- Deb Taylor, Deputy Head Teacher, has responsibility as Curriculum Lead to oversee the whole school curriculum, undertake regular monitoring activities and work alongside staff members to ensure the curriculum requirements are fully met and amended where necessary to ensure a broad and balanced curriculum
- Luke Marshall, Assistant Head Teacher and Teaching and Learning Lead will ensure the quality of implementation is highly effective in delivering the planned curriculum

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across school in all subject areas

- Vanessa Foxall, EYFS Lead, will ensure the EYFS framework is effectively implemented
- Subject leaders will take responsibility for their subject area and ensure the intent and implementation of their curriculum area is clear and planned progressively and ensure the impact is monitored regularly to ensure any refinements as required

Organisation and Planning

Our curriculum is organised into termly themed topics which provide opportunities for cross-curricular learning, wherever possible, where links between subject areas are made explicit.

There is a core focus for each term across the school:

- Autumn Term - '**DISCOVER**' - History focus.
- Spring Term - '**CREATE**' - Art, D&T and Music focus.
- Summer Term - '**EXPLORE**' - Geography focus.

PE and Computing are taught as discrete lessons each week and can also be woven into topics as appropriate. Science is taught every term either as part of the topic or in discrete blocks. English and Maths are interwoven through the topics wherever possible. All Foundation subjects will be taught through the year, not just in their focus term.

Each topic is based around specific values and a 'Big Question' which all the learning is pinned upon. These values and questions work alongside a real outcome for each topic, where the children work towards a real life objective so they can see the impact of their learning in the wider world.

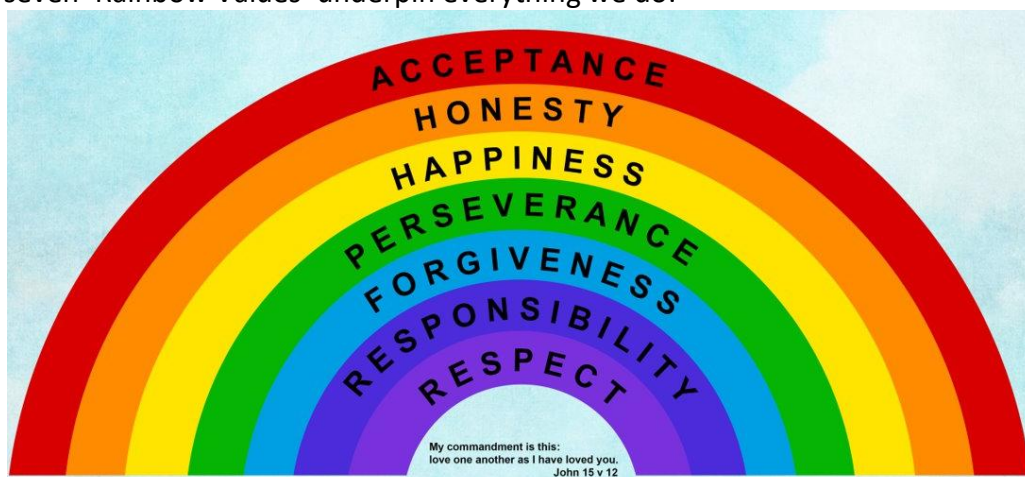
Below are some examples of these questions and outcomes:

Phase	Question	Topic focus	Real Outcome
Foundation	What if we were all the same?	All about me – my family, my home, my body, my friendships	Self portraits, skeleton models, house models
Key Stage 1	What if we were 100 years old?	Victorians, toys, the human body, health and looking after ourselves	Toy design to pitch to a board – Young Entrepreneurs
Lower Key Stage 2	What if nothing got left behind?	The Stone Age to Iron Age and the Egyptians	Museum exhibition of artefacts from each period
Upper Key Stage 2	What if the Victorians never existed?	Victorian Britain, electricity,	Mechanical sculptures

As a school with a strong Christian foundation, it was vital to us to create a curriculum which was built on the values which we want our children to understand and embody during their time at St Michael's and throughout their lives.

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Our seven 'Rainbow Values' underpin everything we do:



Other values that we centre our curriculum on may include:

love hope peace trust kindness patience charity faith
curiosity loyalty empathy tolerance generosity thoughtfulness
reflection

To reflect the topic and values each term, a bible verse is also attached to each 'Big Question' to enable children to reflect on their learning through their Christian beliefs and values.

Examples include:

Phase	Big Question	Bible Verse
Foundation	What if we were all the same?	Isaiah 41:10 Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.
Key Stage 1	What if we were 100 years old?	Psalms 106:1 For the Lord is good; his steadfast love endures forever and his faithfulness to all generations.
Lower Key Stage 2	What if nothing was left behind?	Deuteronomy 32:7 Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.
Upper Key Stage 2	What if the Victorians never existed?	Psalms 145:4 One generation commends your works to another; they tell of your mighty acts.

Our bespoke RE curriculum - which draws on the local Agreed Syllabus and Understanding Christianity - is a core element of our wider curriculum provision and 'What if?' style of learning.

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PSHE and RSHE are taught through discrete lessons. We use the 'HeartSmart' programme for weekly PSHE lessons and the 'Goodness and Mercy' scheme for RSHE. Skills from both of these subjects are also embedded through our values and concepts driven curriculum.

Our topics are literature-rich with teachers using high-quality texts to engage and enrich children's learning. This begins in the Early Years Foundation Stage all the way through to Year Six.

Our rolling curriculum over a two-year cycle is supplemented by special theme days and weeks. These are planned for a variety of reasons, such as national or community events, Christian festivals or for coverage of the curriculum.

Assessment of our core subjects follows National Curriculum expectations. In our foundation subjects, we use our real outcomes, cross curricular activities, challenge questions and group tasks to assess children's progress across the curriculum. We try to ensure these are as practical as possible, to allow children to showcase their wealth of knowledge and skills.

We have a fantastic site at our school and a wonderful community which provide a wealth of outdoor learning experiences. We promote learning outdoors as a key part of our curriculum, recognising that these experiences are an enriching and rewarding part of our children's learning journey.

Many of our children may have limited experience of different cultures and faiths. Through our value and real outcome-based curriculum, we promote children's interest in the wider world and aim to take them beyond their own experiences. We encourage children to be respectful of all others and to have confidence in themselves, which is underpinned by our Christian ethos and values. SMSC for all pupils is embedded through RE, PSHE, RSHE and the wider curriculum where appropriate.

Teaching and learning of British Values is purposefully planned into half termly House Worships. They are also taught and explored through the wider curriculum where appropriate.

Planning expectations are made clear to all staff using documents outlining expectations for long- and medium-term planning. Curriculum overviews are shared with stakeholders on the school website.

Our curriculum is supplemented by out of school day visits and residential. Children have the opportunity to visit a variety of places to enhance their learning and experiences, such as places of worship, museums and parks. We have close links with our local CofE and Methodist churches as well as Southwell Minster and the whole school visit church at least three times a year.

We also have visitors in school to enrich our children's experience of our curriculum, such as artists, history workshops, athletes and authors.

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All children are offered the opportunity to go on a residential each year from Year 2 to Year 6:

- Year 2 – 1 night – Camp on School Field – Personal Development
- Year 3 – 1 night – Derbyshire – Castleton – Geography Focus
- Year 4 – 2 nights – York – History Focus
- Year 5 – 2 nights – Yorkshire – Boggle Hole – Geography Focus
- Year 6 – 4 nights – Derbyshire – Hagg Farm – Outdoor education

These residential visits are carefully planned to support our curriculum as well as provide children with the life experiences and skills that they cannot always get in the school building. Each residential visit has an intent statement to accompany.

See our EYFS policy for more 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 work 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)

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

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link Governor visits
- Learning walks with Subject leaders or Senior Leaders
- Discussions with teachers/head
- Planning and book scrutiny alongside subject leaders

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

- Observation/Learning Walks
- Book scrutiny
- Planning scrutiny
- Moderation activities
- Discussions with teachers about planning, progression and delivery of lessons
- Analysis of data and tracking information

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- Responsibility for monitoring the way in which resources are stored and managed

The Headteacher monitors the way the curriculum is taught in school through:

- Classroom observations
- Learning walks
- Book scrutiny
- Moderation activities
- Data analysis
- SIP and SEF priorities and review
- Setting and reviewing teacher appraisal objectives relating to curriculum and outcomes
- Approving subject budget allowances for resources as required
- Ensuring that professional learning is reflective of requirements and up to date with current best practice

Links with other Policies

- EYFS Policy
- Assessment Policy
- SEN Policy and Information Report
- Equality Information and objectives
- RSHE Policy
- Teaching and Learning Policy
- Pupil Premium Strategy
- Sports Premium Strategy
- Mental Health and Wellbeing

Policy Review

This policy has been produced in consultation with the governing body, staff and parents.

This policy will be reviewed: Every 2 years

It is due to be reviewed again on: Spring 2028

It was approved by LGB on: Spring 2026

Signed by Chair of Governors: *A Mitchell*