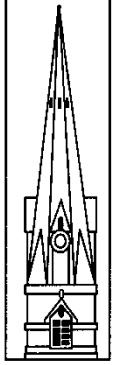




*Higher Walton C.E. Primary
School*



Curriculum Policy

Last reviewed: June 2025
Next review: September 2026

“Life in all its fullness” (John 10 v 10)

Our curriculum policy is based upon our **school core Christian values of friendship and forgiveness, respect and responsibility, trust and tenacity**, along with wider Christian values of love, peace, reconciliation and justice.

MISSION STATEMENT

Higher Walton CE Primary School aims to celebrate everyone's uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, “Life in all its fullness” (John 10 v 10).

VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

Rationale

Higher Walton CE Primary School is a Church of England school where Christian values are integral to all we do. Each individual is welcomed into our caring community as part of God's family and given every opportunity to flourish. We model respect for others through open and honest communication with all stakeholders and transparent decision making. In celebrating diversity, we cherish everyone's special qualities and foster an ethos of respect for self and others in our school which is part of the local and worldwide church.

As a school, we provide a safe and nurturing environment based on our school vision, **“Life in all its fullness” (John 10 v 10)**. We are committed to meeting the needs of all our pupils through a broad, vibrant, rich curriculum which provides opportunities for all to achieve and excel in different ways. We foster the curiosity, creativity, innovation, perseverance and resilience that children need to be independent learners who ask questions, seek answers and prepare them for future success.

The Safeguarding, protection and welfare of all who work and learn at Higher Walton are central to our decision making, guiding the recruitment of high quality staff who are respectful of our Christian values and able to give our children and their families the very best experience of school. Our curriculum seeks give our children a life-long love of learning that prepares them to thrive in a diverse and ever-changing society where the future is unknown and where flexibility and problem solving skills are essential.

We are committed to academic excellence, raising aspirations and equipping children with the confidence and skills to follow in the footsteps of Jesus demonstrating God's love for the world through active citizenship.

Our curriculum is underpinned by the National Curriculum (2014), and we enhance this with planned opportunities that make up the wider school curriculum. Learning is always exciting and in a meaningful context for children. We place a strong emphasis on the development of the basic skills necessary to be confident, independent learners and successful, resilient adults. We ensure that our curriculum is accessible and adaptive for all pupils to flourish by identifying and addressing barriers to learning.

At Higher Walton, children develop a strong sense of moral purpose in addition to a respect and understanding of people who are different to them. A well-planned curriculum, delivered by dedicated staff in a Christian ethos of care, love and support enables our pupils to be well rounded, empathetic young people who have a thirst for learning and respect for all around them.

We aim to take learning beyond the classroom whenever possible and enhance first hand experiences. School trips are embedded into our curriculum across all Key Stages. Upper Key Stage 2 have the opportunity to participate in a bi-annual residential trip. We offer outdoor learning facilities and dedicated time to provide children with further opportunities throughout their school life to access this outdoor learning and explore the school environment.

At Higher Walton, there are many opportunities to enable children to use their acquired skills and knowledge to observe, question and think. We help children to become reflective learners who have a sense of responsibility for their own learning and development. We aim to build confidence and motivation within our children and are committed to providing a nurturing approach. It is important to us that children develop the qualities of perseverance and resilience as these are life- long skills that they will require in the future.

Our Curriculum Intent

Our school curriculum is based on the following three drivers and 5 aims:

- Knowledge and vocabulary rich
 - Promotes positive learning behaviours
 - Provides hands on learning experiences
1. That our children are equipped with the necessary skills in reading, writing and mathematics to succeed.
 2. They learn the knowledge and gain understanding of the world in which they live.
 3. To provide a curriculum that is language rich with opportunities to learn new specific and technical vocabulary linked to new topics and units.
 4. A curriculum that encourages our children to grow up to be resilient, responsible, confident and independent.

5. A curriculum that is progressive and sequenced providing opportunities for hands on learning experiences.

We implement the curriculum, trying to ensure that children:

- Are equipped with the necessary skills in reading, writing and mathematics to succeed.
- Know and understand of the world in which they live.
- Access a curriculum that is language rich with opportunities to learn new specific and technical vocabulary linked to new topics and units.
- Learn a curriculum that is progressive and sequenced providing opportunities for hands on learning experiences.
- Learn to value others, their views, cultures and beliefs in an environment that is underpinned by Christian values, where loving care, achievement and enjoyment are integral to school life.
- Celebrate the uniqueness of everyone, treating everyone with dignity and respect and foster strong and productive relationships with parents, the Church and the wider community.
- Develop a range of skills to support life-long learning.
- Communicate and interact effectively with others.
- Make a positive contribution to the school, local and wider community.
- Enjoy the challenge of learning in a variety of ways, making full use of the indoor and outdoor environment and the wider locality.
- Learn independently, with and from others. Become active learners who are resilient and adaptable.
- Know the importance of achieving your best and be encouraged and inspired to excel in different ways, depending on ability and aptitudes.

Our Curriculum Implementation

We have a spiral approach to our curriculum in which children revisit and build upon their prior learning including a development of skills and knowledge across all subjects.

English and Maths are taught daily. In KS1, Children begin to read in our reception class following our chosen phonics programme, 'Bug Club Phonics' Our commitment to teaching children to read is demonstrated by the resources we dedicate to it including redeployment of staff on a daily basis to facilitate small groups to maximise impact. This is continued in KS1 using 'Literacy Tree' and incorporates a writing stage which helps children to develop a firm foundation of writing skills, allowing them to explore sentence structures and grammatical techniques.

Each high-quality text, develops the imagination and equips the pupils with a wide range of ambitious vocabulary. Over the 7 years of attendance at Higher Walton, each child will have been read to and read independently, enjoying a wide range of literature. Reading develops the ability to think in the abstract; to follow lines of thought. Across KS2, English is taught daily using the 'Literacy Tree' scheme and is linked to a high-quality text to immerse our students in literature which is then used as a basis to plan as appropriate. Grammar and punctuation is incorporated into our daily

English teaching and spelling is taught discretely, using an online scheme, called Spelling Shed. Children are exposed to as much quality literature as possible in accordance with our school reading spine. Whole class guided reading takes place daily which includes exposure to a variety of text types including poetry and non-fiction. As around 75% of a person's vocabulary comes from their reading, it is imperative that we immerse our children in literature. Therefore, in addition children enjoy reading time at the end of the day with their teacher.

Maths is also taught daily as a discrete lesson following the Red Rose scheme of work, teaching for mastery from EYFS to year 6. The scheme includes principals of using concrete, pictorial and abstract teaching aids and learning, which are an integral part of maths lessons from EYFS to Year 6. Children learn how to subitise, understand numerical concepts and recall addition facts following a carefully sequenced curriculum. The Red Rose scheme embeds sequenced mathematical vocabulary, sentence stems and speaking frames through adaptive plans. Each maths lesson includes an arithmetic or fluency based work. 'Four a day' arithmetic starters are used from year 1 to year 6 as well as opportunities for retrieval, including regular assessment opportunities. Our curriculum offers opportunities for pupils to rehearse knowledge using a variety of learning platforms including Testbase and Times Table Rock Stars.

Science is taught discreetly following the Kapow scheme of work. Lessons are enquiry based and to encourage curiosity about the world around them and an understanding of the need to enquire and apply their scientific knowledge.

RE is also taught discretely in accordance with the LA and Diocesan curriculum 'Questful RE.' These materials provide an extensive, inspiring and reflective scheme of work based around questioning and discussion based around 'big questions.'

Our history and geography curriculum is delivered following the 'KAPOW' scheme of work. Following this planning and adapting plans to fit our setting at Higher Walton, our geography curriculum ensures hands-on learning that ignites curiosity and enhances knowledge including opportunities for fieldwork investigations. Through the development of skills and knowledge in history, students have opportunities to discover and explore the driving forces behind events in human history. Children develop analytical and investigative methods for approaching historical questions, building the understanding necessary to become young historians.

Art and design and design technology also follow the 'KAPOW' schemes of work, clearly mapped across two yearly curriculum cycles. Key skills are revisited through different key stages with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units of art in each year group are organised into four core areas: Drawing, painting and mixed-media, sculpture and 3D and craft and design. Each unit of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The design and technology national curriculum outlines the three main stages of the design process: design, make and evaluate. Through our design technology curriculum, pupils respond to the design briefs and scenarios that require consideration of the needs of others. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on and inventive tasks. Pupils

will revisit the following key areas in design technology throughout their time at Higher Walton: cooking and nutrition, mechanisms, structures, textiles and electrical systems (KS2 only).

At Higher Walton our computing curriculum is sequentially planned following the Kapow scheme of work. This scheme provides an exciting knowledge and vocabulary rich, relevant and challenging computing curriculum for all pupils. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. Online safety has a high profile at Higher Walton for all stakeholders. ProjectEVOLVE ensures this profile is maintained and that pupil needs are met through a relevant, up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6. Through the delivery of high quality online safety lessons, we endeavour to equip pupils with the capability to use technology safely and effectively throughout their lives.

Our PSHE framework 'Jigsaw' ensures our teaching is coherent and cohesive throughout school from EYFS to Year 6. Our PSHE education provides learning opportunities and experiences that deal with the real life issues children and young people face as they grow up. The Jigsaw scheme of work is also used to cover statutory Relationship and Sex Education in school. Our school's RSE policy is based on the DfES document 'Relationship and Sex Education Guidance'.

At Higher Walton we follow Kapow as a framework to sequence our music curriculum and plan engaging lessons. Kapow is a scheme of work which offers a theory and practical based approach to support children's learning in music. A steady progression plan has been built into our curriculum across all key stages. KS2 children also participate in the annual 'Let's Go Sing' celebration which ends with a performance in a theatre (for example: Blackpool Winter Gardens) in front of a large audience and invited family and friends. Every day, the school joins together for singing during whole school worship time.

Our Modern Foreign Language curriculum is focused on French written and spoken language. All classes, across KS2, have access to a high-quality foreign languages curriculum using the Kapow scheme of work and supporting resources. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

In Physical Education (PE), we follow the Lancashire PE Passport scheme which supports our commitment to providing a broad, balanced, and relevant PE curriculum to ensure that all children develop competence, enjoy and engage in physical activity, and lead healthy lives. It is also used to as a tracking system to monitor our children's progress and achievement.

National Curriculum coverage is closely monitored by all subject leaders and our senior leadership team through a variety of methods to ensure comprehensive coverage. British Values are woven into the curriculum to ensure they are taught in the context of topics and throughout the year. Each week a class assembly resource, 'Picture News' provides opportunities to link British Values with current events.

Early Years Foundation Stage:

The Foundation Stage follows the curriculum as outline in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas, known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Through both indoor and outdoor environments that are organised into areas to complement the EYFS framework, children are given extensive opportunities to carry out their learning through continuous provision. Learning in EYFS takes place through well-planned and adapted activities which are a balance of adult-led focus tasks and child-initiated play. The continuous provision is enhanced with well-thought out resources and challenges that are planned to facilitative specific objectives, immerse children in a vocabulary rich environment and promote an independent love of learning (to be read in conjunction with the Early Years Policy).

What extra-curricular clubs and activities do we provide?

In addition to the National Curriculum, we provide a range of extra-curricular activities such as: sports club, football, dodgeball, maths, reading and SPAG sessions, games club, computing and choir. We take part in local tournaments and competitions whenever possible. These have included football, crown green bowling and athletics, where we compete against children in our local area. Our music curriculum and provision is enhanced by the use of 'Let's go Sing...'. We join other local schools for specialist subject days such as poetry, science and maths and enjoy weekly visits from 'Kick on coaching' and the 'Rocksteady' music franchise.

How do we ensure that all children are included and flourish through our curriculum?

The curriculum in our school is designed to provide access and opportunities for all children who attend the school as stated in our SEND policy. If a child has a special educational need we ensure individual needs are met through adaptive teaching and following individual education and behaviour plans. We comply with the requirements of the SEND code of practice and liaise with outside agencies whenever necessary, this will be referred by our school SENCo. Support staff or specialist teachers may be used to assist the child in some areas of the curriculum and provide further support or

interventions. If a child is recognised as being gifted or talented in a particular area, then they will be given open ended questions and encouraged to follow lines of thought independently to challenge the child further. Children will be given opportunities to extend their learning and present their findings in a range of ways and methods. Through varied and rigorous assessment procedures, we quickly identify any children requiring additional support or not making expected progress. We use this information to plan and deliver a wide range of adaptations across the curriculum and interventions to ensure that each child is supported to fulfil their potential.

Policy Review

This policy will be reviewed every two years by SLT and then ratified by the governing board.

Signed:	_____	(Headteacher)
Signed:	_____	(Chair of Achievements
committee)		

