



Sacred Heart School

Curriculum Policy

At Sacred Heart School we all aspire to provide a happy, safe and secure environment in which every child is encouraged to achieve their full potential.

This policy is applicable to all pupils, including those in EYFS.

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Last reviewed on:	February 2026
Review date:	February 2028
Review Cycle:	Every Two Year

Mission Statement

Love

At Sacred Heart School we all aspire to provide a happy, safe and secure environment in which every child is encouraged to achieve their full potential, within an inclusive community, which is centred on Christ's teachings and shared Gospel values and which affirms the Catholic ethos of the founding religious order of Notre Dame.

Learn

We offer a broad, balanced and relevant curriculum that promotes the spiritual, moral, emotional and physical development of each child. We provide high quality teaching and learning opportunities and experiences based on equally high expectations of every child.

Grow

We acknowledge the unique gifts of each child and instil a strong sense of self-worth by celebrating personal achievements and strengths. Leading by example we teach children to respect themselves and each other as unique and equally valuable members of God's universal family.

Worship

We engage in partnership with parents and parish for the good of every member of the community. Worship and prayer are central to the life of the school and are embedded in the whole curriculum, thus safeguarding, supporting and strengthening the spiritual life of all.

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Curriculum Intent

The curriculum comprises all planned learning experiences, including academic lessons, enrichment activities, educational visits, extra-curricular provision and the wider personal development of pupils.

The school provides a curriculum that:

- Is broad, balanced and ambitious
- Is appropriately sequenced to ensure progression in knowledge and skills
- Prepares pupils for life in modern Britain
- Promotes spiritual, moral, social and cultural (SMSC) development
- Encourages respect for democracy, the rule of law, individual liberty, and mutual respect and tolerance
- Reflects the Catholic character of the school while fostering understanding of other faiths and cultures

The curriculum meets the requirements of:

- The Education (Independent School Standards) (England) Regulations 2014
- The Equality Act 2010
- The statutory Early Years Foundation Stage Framework

Equality, Inclusion and Protected Characteristics

The curriculum promotes equality of opportunity for all pupils and actively supports inclusion. The school ensures that teaching and resources reflect respect for all protected characteristics under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Pupils are taught to understand fairness, diversity and the importance of treating others with dignity and respect.

Curriculum Structure

The curriculum is organised into three phases:

Early Years Foundation Stage (EYFS)

The Nursery and Reception classes follow the statutory EYFS framework. Learning is planned around the seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning is play-based, carefully structured and informed by ongoing assessment. Children are assessed against the Early Learning Goals at the end of Reception. Tapestry is used to share photos and observations of the children.

Key Stage 1 and Key Stage 2

The school follows the Primary National Curriculum, ensuring full coverage and progression across all subjects.

Religious Education is central to the curriculum and follows diocesan guidance using '*Day by Day*' resources. A minimum of 10% of curriculum time is dedicated to RE in accordance with diocesan expectations.

In addition, the curriculum includes:

- Spanish (KS1) and French (KS2)
- Latin (Upper KS2)
- Reasoning (Years 3–5)
- Preparation for 11+ and Common Entrance, where appropriate
- Relationship, Sex and Health Education (RSHE) in line with diocesan guidance using '*Ten Ten Life to the Full*'.
- Online Safety embedded across the curriculum

Preparation for secondary transfer does not narrow the breadth of the curriculum. All pupils continue to receive a full and balanced educational experience.

Political Impartiality

The school ensures balanced presentation of political issues. Where political issues are brought to pupils' attention, reasonable steps are taken to offer a balanced presentation of opposing views.

This does not preclude the teaching and promotion of the Catholic faith, which is central to the school's ethos.

Personal Development and Cultural Capital

The curriculum is enriched through:

- Educational visits and residential trips
- Visiting speakers and workshops
- Arts festivals and competitions
- Sporting fixtures and tournaments
- Music, drama and performance opportunities
- Leadership opportunities such as School Council, Digital Leaders, Growing in Faith (GIFT), CAFOD and Charities, and Laudato Si.

These experiences broaden pupils' horizons and contribute to their cultural capital and readiness for the next stage of education.

Special Educational Needs and Disabilities (SEND)

The curriculum is designed to provide access and opportunity for all pupils. Differentiation is integral to classroom practice.

Where additional support is required:

- A Provision Map is created with SMART targets
- Parents are consulted and involved
- The SENDCO oversees provision
- External agencies are engaged where appropriate
- EHCP requirements are fully implemented where applicable

If a pupil's needs require significant adjustment, the school works collaboratively with parents and relevant professionals to ensure appropriate provision is in place and regularly reviewed.

More Able and Talented Pupils

Pupils who demonstrate high attainment or particular strengths are identified and appropriately challenged through differentiated learning, enrichment opportunities and competition entry.

Opportunities may include academic challenges, music and drama examinations, sporting representation and scholarship preparation.

Assessment

Assessment is ongoing and informs planning. Teachers use formative and summative assessment to monitor progress and adapt teaching.

Moderation takes place internally and, where appropriate, externally (e.g., diocesan moderation of RE).

Assessment information is used to evaluate standards and inform subject development planning.

Communication with Parents

The school values strong partnerships with parents and communicates through:

- Termly year group topic overviews
- Curriculum information evenings
- Reports in Autumn and Summer Term
- Targets set in Spring Term
- Termly parent consultations
- Regular written updates
- Online learning platforms (EYFS)

Parents are invited to preview RSE materials in advance of teaching.

Monitoring and Review

The Headteacher has overall responsibility for the day-to-day organisation of the curriculum.

Subject leaders:

- Monitor planning and progression
- Review pupil work and assessment data
- Evaluate impact
- Produce action plans or targets
- Manage resources

The Governing Body's Curriculum and Ethos Committee monitors implementation and receives reports on standards and development priorities.

This policy is reviewed every two years or sooner if required by changes in legislation or guidance.