



# Curriculum Policy

## Curriculum aims

- 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 a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for secondary education

These curriculum aims are underpinned by our Values:

- **Kindness** – reinforced throughout our curriculum is the importance of being kind, caring and considerate of others and being able to understand the feelings of others is explored in a range of contexts through our curriculum
- **Courage** – children are taught to take risks with their learning, challenge themselves and to have the courage to speak out if they see injustice
- **Resilience** – the language of resilience, learning from mistakes, embracing challenge and developing a Growth Mind-set is integral to all aspects of our curriculum

And our '3 Bes' (approaches):

- **Be Ready** –the children are taught the necessary skills and habits that help them to access the curriculum such as a healthy sleep routine, health lifestyle and healthy eating and the reason behind this is addressed in our PE, PSHE and Science curriculums
- **Be Respectful** – respecting others, respecting themselves, respecting their school, family and community is explicitly taught and discussed across the curriculum
- **Be Safe** – our curriculum teaches our children who to stay safe through on-line safety teaching, safeguarding sessions, mental well-being focus and helping the children to assess risk in PE and other aspects of the curriculum

Our curriculum aims are also supported via a focus on the Learning Powers of:

- **Participation** – children are expected to be active learners and to engage in the teaching and learning, teachers employ a range of strategies to facilitate this e.g. Talk Partners, no hands up to answer, group work etc.

- **Concentration** – children are taught to manage distractions and teachers use strategies such as flexible seating plans, awareness of cognitive load, universal provision to allow all children to access the curriculum appropriately to aid this
- **Pride** – children are expected and encouraged to take pride in their learning and to reflect on their achievements

Additionally:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

## 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
- Proper 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

### **Curriculum Leader**

The role of the curriculum leader is to help the school develop its curriculum to promote life-long learning and whole-child development. Their responsibilities include:

- Assisting the headteacher in planning and implementing the whole school curriculum
- Supporting the headteacher in planning and coordinating assessment practices and policy
- Leading teachers and specialist staff to improve teaching and learning strategies
- Promoting a culture of professional exchange
- Regularly reviewing and refining the whole school curriculum based on feedback from teachers, pupils, monitoring and changing educational contexts

### **Subject Leaders**

Subject Leaders manage the teaching and learning of a specific subject across the school. Their role is to improve the quality of teaching and learning and to ensure that all children make progress in the subject. Their responsibilities include:

- Ensuring the curriculum is well-thought-out, carefully sequenced, aligned with the needs of the children and matches the national curriculum
- Ensuring that teaching is high quality and consistent across the school
- Evaluating progress through assessment and monitoring
- Providing guidance to staff on marking, assessment and standards
- Supporting and mentoring staff and organising high quality professional development where appropriate
- Organising subject events and enhancements to bring the subject to life and place learning in context
- Writing, updating and reviewing the subject policy
- Writing, implementing and reviewing a yearly action plan and reporting on their subject to governors

### **Teaching and Learning Leader**

The teaching and learning leader is responsible for developing and monitoring teaching and learning in the school. Their responsibilities include:

- Supporting the headteacher in establishing the school's goals and objectives and implementing policies and practices to achieve them
- Leading by example, setting high expectations and modelling best practice
- Supporting staff through coaching, mentoring and facilitating professional development to continually improve teaching
- Improving outcomes for children by driving the use of evidence-based pedagogy to support consistent classroom practice across the whole school curriculum

### **Early Years Foundation Stage Leader**

The EYFS Leader in school's responsibilities include:

- Developing, monitoring and reviewing the EYFS curriculum and ensuring it is implemented effectively
- Supporting and developing best practice in early years teaching and learning
- Leading and coordinating assessment of the Early Learning Goals, ensuring it is communicated and implemented appropriately
- Supporting, developing and coaching staff, ensuring they are aware of expectations and curriculum changes as appropriate
- Ensuring the early years curriculum secures the best grounding in foundational skills and knowledge to ready them for Key Stage 1

### **SEN Unit Leader**

The SEN Unit Leader has oversight and responsibility for the two SEN classes that make up our Space Hub. Their responsibilities include:

- Developing, monitoring and reviewing the curriculum taught in the SEN Unit and ensuring it is implemented effectively
- Ensuring that the curriculum for the children attending the SEN Unit meets their individual needs and matches their Education Health Care Plan outcomes and specified provision
- Ensuring that children attending the SEN Unit are able to access as much of the national curriculum as possible at a stage that is developmentally appropriate in line with their individual needs
- Matching the curriculum of the SEN unit with the mainstream curriculum as much as possible
- Ensuring that children attending the SEN Unit are included in curriculum enhancements and opportunities in line with their mainstream peers e.g. sporting events, whole school curriculum events and accessing lessons within mainstream classes where appropriate
- Supporting and developing best practice in special educational needs teaching and learning
- Leading and coordinating assessment using PIVATS to ensure progress is tracked and monitored for all pupils within the SEN Unit

### **Class Teachers**

Class teachers will ensure that the school curriculum is implemented in accordance with this policy. This includes:

- Managing, directing and supporting teaching assistants working within their classrooms
- Planning, monitoring and reviewing interventions for children who require additional support to 'keep up' with the curriculum in different subject areas
- Ensuring that children with additional needs have suitable adaptations in place to allow them to access the curriculum fully
- Ensuring that the universal provision set out in the Special Educational Needs and Disabilities policy is utilised effectively to ensure maximum access to the whole school curriculum for all children

## **Organisation and planning**

Our whole school curriculum has been carefully planned from both bespoke, school-designed units of work and carefully selected, high-quality purchased schemes of work. We have blended these to ensure that the needs of the children within our unique school context are met.

The curriculum is regularly reviewed, adapted and updated to ensure children are exposed to the key learning, skills and knowledge we believe to be optimal for our 'Open Doors' curriculum approach at the same time as meeting the requirements of the national curriculum.

Individual subjects are taught in half termly sequences or 'units' with disciplinary and substantive knowledge taken account of in order that the children get a clear sense of the core aspects of each discrete subject e.g. history, geography, art. Within this however, the sequence of the units have been planned to facilitate making links between the different disciplines e.g. a geography unit on our immediate area of Leyland is followed by a history unit on the history of Leyland so that children can see subjects as both separate and connected and apply learning in one subject to another.

Teachers take time at the beginning of a unit to make links with prior learning and explains how what they have learned before supports the next part of their learning. This applies to all subjects in the curriculum.

A whole school curriculum map plots out the sequence of units and can be found on the school website

### [Whole School Curriculum Map](#)

Some core subjects such as English, Maths phonics/spelling, reading are taught daily, some such as Science, RE, PSHCE are taught weekly and some subjects such as history, geography, art and design technology are taught alternately across half term units.

The time given over in the weekly timetable varies depending on the subject, the age of the children and any particular focus that may be needed for an individual cohort of children. Example key stage 1 and key stage 2 timetables can be found in Appendix 1.

Long-term overviews and detailed medium-term planning for most subjects is held on Teams which all teaching staff have access to.

Where we have made the decision to use a purchased scheme of work, teachers are expected to adapt the plans and resources to match the individual requirements of the children in their class, using their knowledge of prior attainment and learning.

It is the expectation that the learning objectives and basic lesson structures (such as use of retrieval practice, modelling, talk partners and Assessment for Learning techniques) for each unit of work are adhered to however the detail of how that is delivered may be adapted by teachers according to their professional judgement.

An example of how a unit of work may be adapted is a design technology textiles unit on waistcoats adapting the end outcome to be Viking tunics.

The sequence of learning and skills of design, appliqué, decorative stitches and assembly from the plans are still followed but applied to a context that links with the history unit of work, allowing the children to apply their knowledge of Viking life and culture to their design work.

Our Early Years Foundation Stage curriculum is structured slightly differently to that of key stage 1 and 2, with learning centred more around the interests of the children.

Themes are followed however with key texts to inspire the direction of the curriculum carefully selected to draw out key learning goals and ensure the children leave foundation stage ready for key stage 1 and a more formal curriculum.

The Early Years team ensure they are familiar with the key stage 1 curriculum to ensure they make links early and provide the foundation for the next steps of learning across the curriculum. Rather than discrete subjects, the Early Years curriculum is organised through the prime and specific areas of learning, as set out in the EYFS Statutory Framework <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> . See our EYFS policy on the school website for further information on how our early years curriculum is delivered. <https://seven-stars.lancsngfl.ac.uk/curriculum/early-years-eyfs>

Our curriculum as a whole is very much centred around our seven values and four learning powers.

These are referred to and discussed throughout the individual curriculum subjects and are the focus of whole school assemblies, rewards and events.

Children are specifically taught what each value and learning power means and what that looks like in different contexts.

This is underpinned by our behaviour and relationships policy which hinges on the belief that, just like for any academic subject, children need to be taught and guided in behaviour for learning, to understand how they best learn and to understand what 'good' behaviour means.

Our behaviour and relationships policy can be found on the school website <https://seven-stars.lancsngfl.ac.uk/parents/policies>

The whole school curriculum is further enhanced via a range of off-site visits, visitors to school and special events.

These enhancements are always firmly rooted in the curriculum and learning and allow the children to view the curriculum in different contexts and to develop a deeper understanding of key concepts and skills. A map of curriculum enhancement visits and events can be found in Appendix 2.

We also provide a range of extra-curricular opportunities in the form of clubs at lunchtime or after school which give children the opportunity to further develop particular skills for enjoyment and depth of learning. Clubs include a wide range of sporting and physical activity classes, reading clubs, booster sessions and a choir that regularly performs at school events and out in the local community.

## 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 SEN policy and information report which are on the school website. <https://seven-stars.lancsngfl.ac.uk/about-us/send>

## Monitoring arrangements

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

- Visits to school to visit classes, speak to children and look at children's workbooks
- Meetings with subject leaders or school leaders where appropriate
- Studying reports from subject leaders
- Attendance at school events and curriculum enhancement events
- Visiting school to hear children read
- Looking at a sample of children's books periodically within governor meetings

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

- Visiting lessons
- Scrutinising children's work
- Discussions with children and teachers
- Looking at planning
- Working alongside colleagues such as the curriculum leader, teaching and learning leader and local authority consultants and advisers

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:

- Teaching and Learning policy
- EYFS policy
- Marking and Assessment policy
- Relationships and Behaviour policy
- Individual curriculum subject policies

This policy will be reviewed annually by the curriculum leader and the policy will be shared with the full governing board and published on the school website.

Date of this policy: *February 2026*



Example KS1 Timetable

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9.10 -9:30	Spellings/Phonics (CEW's)	Phonics	Phonics	Phonics	Assembly
9:30- 10:25	English	English	English	English	English
Break					
10:45- 11:30	Maths	Maths	Maths	Maths	PE
11:30- 12:00	Readers/TLP/ Handwriting	Guided Reading TLP/ILP work	Guided Reading TLP/ILP work	Guided Reading TLP/ILP work	Guided Reading TLP/ILP work
Lunch					
1:00- 1:15	Reflection Time - values/learning powers/picture news				
1:15- 2:15	History or Geography	PSHE	Computing	PE	Maths
2:10- 2:20	Active 10				
2:20- 3:20	Music	TLP/ILP work	RE	Science	Art or DT

Example KS2 Timetable

	8:50-9:20	9:20-10:00	10:00– 11:00	10:25-10:40	10.40-11.10	11:10-12:10	12:10-13:00	13:00-13:10	13:00-14:10	14:10-15:10	15:10-15:25
Mon	Morning Work (spelling, maths skills, editing)	Whole Class Reading	ENGLISH	BREAK	Spelling	MATHS	Lunch	Relaxation & Reflection (Values/Learning Powers/Picture News)	History or Geography	PSHE	Class Novel
Tues			ENGLISH		Maths calculations	MATHS			Science	Science	
Wed			ENGLISH		Handwriting	MATHS			RE	PE	
Thurs			ENGLISH		Spanish	MATHS			ART or DT	MUSIC	
Friday			ENGLISH		Handwriting	MATHS			Computing	PE	

## Whole School Curriculum Enhancements and Visits 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Moons (N)</b>						
<b>Rockets (R)</b>						
<b>Dorado (Y1)</b>	Local environment walk – Geography	British commercial vehicle museum – Leyland - History				
<b>Orion (Y2)</b>	Dairy Farm trip - Science		Fire Safety Talk – PSHE, history link			
<b>Hercules (Y3)</b>		Worden Park woods – Geography  Baptist Church Christmas Unwrapped - RE			Traffic survey in local area - Geography	Worden Park - History
<b>Pegasus (Y4)</b>	Dairy Farm trip - Science	Baptist Church Christmas Unwrapped - RE			Local river study - Geography	
<b>Leo (Y5)</b>			Local area Tudor walk - History	Gawthorpe Hall Shakespeare event – History/English	Fairy Tale Cyber Challenge – STEM (RAF funded) in school	
<b>Phoenix (Y6)</b>		Cyber Challenge – STEM  Hothersall Lodge residential	Road Safety Talk - PSHE			
<b>Apollo (SEN)</b>						
<b>Galaxy (SEN)</b>	Multi-skills tournament - PE		Local area Tudor walk - History			

<b>WHOLE SCHOOL</b>	Rock Kidz – PSHE/Values/Music R-Y6  Handball workshops – PE Y1-6	Max Whitlock visit – PE R-Y6	Mad Science Assembly Y1-Y6  Sports Festival Y3-Y6  Word Guerilla – poetry Y1-Y6			Dance from the Heart event – PE Y1-6
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