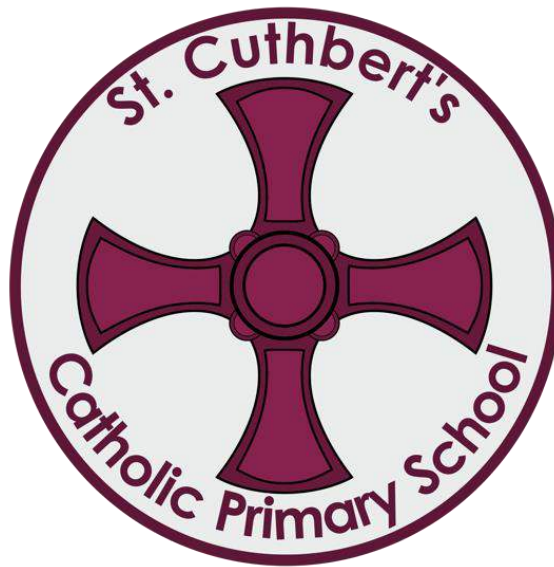


Curriculum Policy

St Cuthbert's Catholic Primary



Approved by:	Governing Body	Date: November 2025
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Next review due by:	September 2027	

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1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations is not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in our curriculum:

- **Excellence:** all subjects are planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their ability to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work in all subjects.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in our curriculum

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

2. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is 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
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

3. 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. We are mindful of recent advice and updates to pedagogy and teaching and our curriculum is flexible in order to secure the best progress and outcomes for classes and individuals.

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](#).

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](#).

This policy complies with BCCET Curriculum Vision <https://bccet.org.uk/key-documents/>

4. Roles and responsibilities

4.1 The Governing Board

The governing body 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 religious education, and enough teaching time is provided for pupils to cover the requirements of the National Curriculum
- 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

4.2 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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 SEN

4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy and their specific roles as detailed below:

- Deputy Head Teacher / Curriculum Lead: Elaine Parlett

- SENDCO: Susan Lambert (TLR2)
- English Lead: Kate Wilkinson (TLR3)
- Religious Education, RSE & PSHE Lead: Lyndsey Huntley (TLR2)
- Mathematics Lead: Elaine Parlett
- Science Lead: Dan Atkinson
- PSHE / RSE Lead: Lyndsey Huntley
- History Lead: Elaine Parlett
- Geography Lead: Elaine Parlett
- Art Lead: Chloe Elstob
- Design & Technology Lead: Chloe Elstob
- MFL Lead: Amy Watson
- PE Lead: Andrew Boyle
- Computing Lead: Andrew Boyle
- Music Lead: Nicola Noble

5. Organisation and planning

At St. Cuthbert's we follow the National Curriculum and Come and See RE scheme and work with Bishop Chadwick Catholic Education Trust to ensure our curriculum meets national expectations and is relevant to the local context of our school and education trust.

- Subjects are taught discretely rather than topic based, however meaningful links are made when mapping the curriculum so that subjects that naturally support each other are taught together. For example, teaching about volcanoes in geography, the Romans in history and pasta dishes in D&T all take place in the same term so that pupils extend their schema.
- Our curriculum suits our local context: we are a heritage school and make the most of our local area in humanities subjects; we have strong sporting links through our sports partnership and local clubs and use educational visits to teach children about the local area. In addition, we have worked closely with BCCET partner schools when developing our curriculum to ensure that our primary curriculum transitions smoothly into teaching at KS3 in our local secondary schools.
- Subjects are designed carefully so that pupils know more and remember more. Opportunities for revisiting and extending knowledge are carefully thought out. For example, we follow the National Curriculum in science so that key ideas are revisited annually or biannually; skills in PE are built up each year and history is taught chronologically.

- Our curriculum is planned to include the following areas:
 - Relationships and health education: we use the Ten:Ten programme which aligns with our catholic faith
 - Spiritual, moral, social and cultural development: we refer to the PSHE Association mapping document to ensure that our PSHE provision extends beyond statutory requirements. Our PSHE education also covers economic wellbeing, careers & enterprise education and personal safety
 - British values are taught as part of our PSHE curriculum and references weekly in our Picture News assemblies
 - We are a Rights Respecting school and teach children about the Articles on the Convention on the Rights of the Child though making links to work in class, selecting relevant rich texts in English, discrete work in house group time and through weekly Picture News assemblies
 - We ensure are children are well prepared for the next stage in their academic journey (e.g. EYFS to KS1, KS1 to KS2, KS2 to KS3) by planning in transition time and ensuring our curriculum flows smoothly from one phase to the next. Priority is given to early mathematics, reading and writing so that all pupils secure strong basic skills in number, phonics and transcription.
- All curriculum areas are mapped onto long term planning overviews
- Medium term plans break down subjects into lessons with defined learning objectives and outcomes. These make reference to prior learning, specific SEND for the cohort, British Values, Children's Rights, other areas of the curriculum and local context.
- Short term plans are detailed for English and Maths weekly. Short term planning for other subject areas may be completed as a series of slides or a weekly plan. There is no expectation for detailed planning in other curriculum areas but staff are expected to make adaptations to the medium-term plans to meet the needs of their cohort, in particular pupils with SEND
- Our school is well resourced to ensure effective delivery of the curriculum. Subject Leads are expected to audit and replenish resources at least annually
- See our EYFS policy for information on how our early years curriculum is delivered.

6. 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 in our SEND policy.

7. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Termly governing body meetings
- Termly updates from subject leads
- Visiting school to speak to pupils and key staff and to join in lessons

SLT monitor the overall effectiveness of the curriculum through performance management of staff, termly pupils progress meetings and by using the Five Strand approach set out by BCCET which includes:

- Data analysis
- Monitoring planning
- Book looks
- Pupil Voice
- Lesson observations

Curriculum Leads monitor the way their subject is taught throughout the school by:

- Observing lessons
- Monitoring planning
- Book & Data Looks
- Pupil Voice
- Auditing resources

This policy will be reviewed every year by the curriculum lead and SLT. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Equality information
- Individual curriculum policies including RSE
- Pupil Premium