



Curriculum Policy

St Luke's Park Primary School

Updated February 2026

## **What is the curriculum?**

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the recommended formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at St Luke's Park Primary School.

We provide activities to develop the **individuality, respect, responsibility, resilience, creativity, courage, collaboration and compassion** in all our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

## **Aims of the curriculum**

At St Luke's Park Primary School we offer a broad and balanced curriculum which inspires children to acquire knowledge and achieve excellence and enjoyment in their learning. Each year group works around a topic every term. These topics allow children to be enthused and engaged through a cross curricular approach. Through this cross curricular approach we aim to nurture and develop pupils' skills and talents through the breadth and creativity of the curriculum in school and in extra- curricular activities. We therefore aim to:

- Enable all children to learn and develop their skills to the best of their ability.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers.
- Develop pupils' resilience in a happy and safe learning environment.
- Ensure that each child's education has continuity and planned progression.
- Enable children to be positive citizens in society.
- Enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Deliver a curriculum that encourages respect for the environment and society.
- Encourage children to have a growth mind-set approach to their learning
- Promote British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths or without faiths.

## **Planning the curriculum**

In EYFS, teachers plan opportunities and experiences which cover the objectives in the Early Years Curriculum. This is organized into a curriculum plan to enable a progression through the skills developed in the early years. There is flexibility to respond to children's interests, while also planning ahead to ensure a broad and balanced offer that teaches and develops children's foundational knowledge and skills.

We use objectives from National Curriculum to ensure that children receive a broad and balanced curriculum offer across years 1-6.

We plan the curriculum carefully and systematically, to ensure coherence, full coverage of all subjects and planned progression. Each term, or half term, has a topic 'driver' which teachers will link to across a range of subjects where organic links can be made.

In some subjects in years 1-6, we use schemes to support teachers to deliver engaging, sequential and creative lessons. Teachers will adapt these schemes as appropriate to the needs of their classes.

**Maths:** WhiteRose

**English:** Little Wandle (phonics and early reading) and Literacy Tree thereafter. Our banded reading scheme is Big Cat.

**PE:** GetSet4PE

**PSHE:** Jigsaw

**Art:** AccessArt

**Music:** Charanga

**RE:** RE Today

**Computing:** Purple Mash

Our history, geography and science lessons are planned by teachers to meet the agreed objectives.

Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can develop sound knowledge and are able to apply this in a range of contexts.

We have agreed a long-term plan for the school through a comprehensive curriculum map. This indicates which topics are to be taught in each year group. This is reviewed by Senior Team and Subject Leaders prior to the start of each academic year and mapped out to indicate what will be taught in each term. This is reviewed on an annual basis.

Our 'Learning Journeys' (available on the curriculum page of our website) summarize key areas from our curriculum maps and include information regarding the intent, implementation and planned impact of each subject's curriculum. These, together with the 'Progression of Knowledge and Skills' maps (also on the curriculum page of the website) for each subject, give

clear guidance on the skills that we are developing within each topic, in each year group.

A termly overview is shared with parents to ensure that they are informed about what their child is learning.

### **Withdrawal From RE or PSHE**

A parent may request that their child is withdrawn from RE or the non-statutory/non-science components of sex education within PSHE lessons.

During these periods, alternative educational activities will be provided to the child. This request should be made in writing to the headteacher (appendix form provided on Relationships and Sex Education Policy) and updated each academic year.

Please do contact us to talk about any areas that concern you before taking this step so that we can understand the reasons for your decision.

### **Learners with Special Educational Needs**

Some of our learners require a more bespoke curriculum offer linked to the outcomes on their EHCP documents or One Plans.

Some of these learners will have access to the Rainbow Room provision, or small group sessions for lessons which allow for practical sessions, broken into small steps, with plenty of repetition at the level appropriate to learners in the group. Oversight of the planning for these sessions is the responsibility of the SENCO, with input from class teachers and the team of LSAs working with the individuals with special educational needs.

### **Assessment**

Assessment is managed by the class teacher and evident in pupils' ongoing work, marking and feedback.

In order to ensure comprehensive curriculum coverage, we assess against outcomes detailed in the national curriculum, tracking this with an online assessment tool, Juniper Sonar, in most subjects. In PE, GetSet4PE provides the assessment platform that teachers access via dedicated iPads. RE and PSHE are not tracked via Juniper Sonar but assessment against the taught objectives are made each lesson by teachers.

#### **Maths and English Assessment**

Phonics assessments via Little Wandle are used in EYFS/KS1.

We use assessment materials from the previously compulsory KS1 assessments within KS1.

NFER tests in English and Maths to provide standardized scores and support teacher judgements in these core areas in KS2.

Assessments are made by teachers drawing on data from tests as well as assessments made within lesson time about children's progress towards the objectives covered.

## **Monitoring and evaluating**

The Headteacher has the overall responsibility for ensuring the quality of provision provided for the pupils and the outcomes for attainment and progress. Monitoring and evaluating activities are undertaken in partnership with subject leaders. Monitoring and review activities link to strategic development priorities and the performance management cycle. Leaders report their findings to governors and trustees and they provide feedback to staff. This process enables us to build on existing strengths and address areas for improvement.

## **The role of senior leaders**

- Work with subject leaders to map out each topic, knowledge acquisition documents and skills required for all subjects.
- Support and advise subject leaders and ensure access to effective professional development and training
- Ensure that all curriculum documents, progression maps and curriculum plans are well designed, effectively implemented and have a positive impact on pupils' learning

## **The role of subject leaders**

- Draft topic plans, knowledge acquisition documents and identify the skills required for their subject.
- Keep up-to-date with current national and local initiatives
- Support and advise colleagues about their subject and deliver appropriate training
- Support the monitoring of pupil progress and achievement
- Support the monitoring of subject content, depth and implementation

## **The role of governors**

- Maintain an overview of the curriculum through monitoring visits and conversations with senior leaders
- Ask questions to ensure that systems are in place and working effectively
- Provide appropriate challenge and support to senior leaders, read reports provided and keep an eye on information about pupils' attainment and progress.

Appendix 1

Parental Request for Withdrawal from Religious Education or Relationships and Sex Education

Pupil name: \_\_\_\_\_

Class: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Date: \_\_\_\_\_

I wish to **withdraw** my child from the following sex education lessons as described in the school's RSE policy and Jigsaw Lesson overview (give year, term, vocabulary and session if known)

\_\_\_\_\_

I understand that this withdrawal applies to the **specified non-statutory sex education content** and **does not apply** to the statutory Science National Curriculum or to the Relationships/Health Education.

And/OR

I wish to withdraw my child from Religious Education

Reason for withdrawal (optional): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School use:

Date request received:

Headteacher/PSHE lead meeting held: \_\_\_\_\_

Notes of agreed arrangements: