



Curriculum Policy

Date policy written: June 2025

Date policy to be reviewed: June 2026

Signed by	Date
Headteacher:	
Trust:	

School Mission

'Learning for life with Jesus.'

School Vision

Jesus said 'I have come that they may have life, and have it to the full.' John
10:10

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

Intent

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values.

At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progressive as you move through the school. Knowledge is communicated to ensure coverage of National Curriculum and it is through this knowledge that children apply their skills.

Children at St Thomas' leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge.

St Thomas' is a UNICEF Rights Respecting School. As such, the United Nations Convention on the Rights of a Child unpin our vision, values, policies and practices. The following articles underpin our curriculum.

Article 28 – Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Article 29 – Education should help children use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.

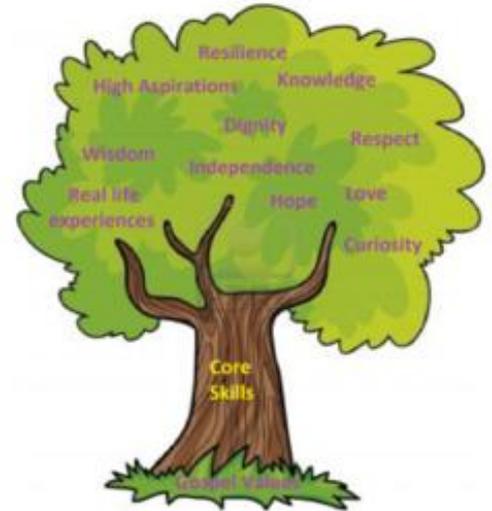
School Aims:

As a school we guide our community to:

1. Provide an environment in which families can **celebrate** in their beliefs and **hopeful** for the future.



2. Be **thankful** for their own gifts, for the gifts of other people, and for the blessings of each day. To be **generous** with their gifts now and in the future.
3. Be **attentive** to their experiences and their vocations. To have **trust** in God about the choices they make and the effect these choices have on others. Staff and school leaders to lead by practice and example.
4. Be **learned**, taking all opportunities offered in a curriculum which is varied and rooted in Gospel values. To be **wise in** the ways in which they use their learning for the common good.
5. Be **compassionate** to others, especially those less fortunate and **loving** using both actions and words.
6. Be **curious** about everything, and **active** when engaging with each other and the world around them.
7. Be **intentional** and conscientious in the way they live and use the resources of the earth, **prophetic** in the example they set to others.
8. Educate our children using our Curriculum tree.



Curriculum aims

Our curriculum aims/intends to:

- › 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

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.

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
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › 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

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 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 SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;

- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader carries out book trawls, questionnaires/ pupil voice, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

Organisation and planning

Our curriculum promotes spiritual, moral, social, cultural, mental and physical development alongside preparing our children for the next stage of their education. All pupils in KS1 and 2 will access the following curriculum areas:

- English – reading, including the discrete teaching of phonics, writing, speaking and listening
- Mathematics
- Science
- Computing
- Geography
- History
- Art
- D&T
- PE
- RE
- MFL – French in KS2
- Music
- PSHE

The Early Years Foundation Stage (EYFS) curriculum follows Development Matters and is based on the Prime and Specific Areas of Learning in the EYFS as well as being led by the children's interests. See our EYFS Policy for further information.

Each area of our curriculum is led by a competent teacher, who is responsible for the subject resources and curriculum. These leaders are mentored by the Curriculum Lead who sits on the SLT and retains overall accountability for Curriculum in the school. Leaders design the curriculum following National Curriculum expectations, whilst considering the needs of our pupils. They map out the progression of skills and knowledge in a curriculum overview (these are available on the school website) and monitor its implementation and the teaching, learning and assessment of their subject to ensure that the intended impact is achieved. The curriculum mapping also ensures that progression can be seen across terms and year groups. Training, support and guidance is provided from the subject lead to ensure all teachers are confident to deliver the set curriculum.

Further information about specific subjects can be found in the curriculum overview section on the school website.

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 SEN
- › 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.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the senior leadership staff member responsible for the curriculum. At every review, the policy will be shared with the full governing board.