



Ashton St. Peter's Church of England Voluntary Aided Primary School

Curriculum Policy

Vision:

"Finding the keys to life and learning."

Ratified: February 2026

Review Date: February 2028

Policy Owner: Headteacher

Approval Body: Governing Board

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1. Introduction

This policy outlines the aims, principles and strategies for learning and teaching within the curriculum at Ashton St. Peter's Church of England Voluntary Aided Primary School.

Rooted in our Christian vision, the curriculum is designed to ensure that all pupils receive a high-quality education that prepares them for the next stage of learning and for life in modern Britain.

2. Curriculum Intent, Implementation and Impact

2.1 Curriculum Intent

At Ashton St. Peter's Church of England VA Primary School, our curriculum is rooted in our Christian vision:

"Finding the keys to life and learning."

Inspired by our belief that every child is uniquely created and valued, we see education as equipping pupils with the knowledge, skills and personal qualities that unlock opportunity, aspiration and understanding.

Our curriculum is designed to:

- Provide a broad and balanced education securing essential knowledge and disciplinary understanding.
- Build learning progressively through a carefully sequenced, coherent and spiral approach.
- Develop confident readers, articulate communicators and fluent mathematicians.
- Cultivate curiosity, resilience and a lifelong love of learning.
- Equip pupils with the cultural capital needed to navigate modern Britain confidently.
- Promote dignity, respect and compassion in line with our Christian values.
- Enable pupils to become responsible citizens and courageous advocates.

Through our curriculum, pupils discover and develop the keys that unlock both academic achievement and purposeful lives.

2.2 Curriculum Implementation

The curriculum is coherently planned and sequenced from EYFS to Year 6 to ensure progression in knowledge, skills and vocabulary.

Implementation is secured through:

- Clearly identified core knowledge and subject-specific vocabulary.
- A spiral curriculum model that revisits and strengthens prior learning.
- High-quality, inclusive Quality First Teaching.
- Adaptive teaching to ensure equity for all pupils.
- Retrieval practice to secure long-term memory.
- Meaningful assessment to inform next steps.
- Enrichment through visits, visitors and community engagement.

Collective Worship, Religious Education and Values education further support pupils in developing the spiritual and moral keys needed for life beyond primary school.

Subject leaders monitor implementation through book scrutiny, pupil voice, learning walks, planning reviews and assessment analysis.

2.3 Curriculum Impact

The impact of our curriculum is seen in pupils who:

- Demonstrate secure knowledge and disciplinary understanding.
- Use subject-specific vocabulary confidently.
- Retain and apply knowledge in new contexts.
- Show resilience, independence and pride.
- Make strong progress from their starting points.
- Achieve outcomes in line with or exceeding national expectations.

Beyond academic success, pupils develop lifelong keys: confidence, empathy, integrity and responsibility. They leave Ashton St. Peter's well prepared for secondary education and equipped to contribute positively to society.

3. Legislation and Guidance

This policy reflects the requirements of:

- The National Curriculum in England (2014, as updated)
- The Early Years Foundation Stage Statutory Framework (2024)
- The Education Act 2002
- The SEND Code of Practice (2015, updated guidance)
- The Equality Act 2010
- The Public Sector Equality Duty
- Relationships Education, RSE and Health Education Regulations (2019)
- The DfE Governance Handbook (current edition)
- The Ofsted Education Inspection Framework (current version)
- Keeping Children Safe in Education (current statutory guidance)

The Governing Body ensures statutory compliance and alignment with the school's Christian foundation.

4. School Aims

We aim to help every child discover and develop the **keys to life and learning** by:

- Providing a broad and balanced curriculum.

- Sequencing learning cumulatively.
- Promoting high expectations for all.
- Ensuring equal access with appropriate challenge and support.
- Building strong foundations in the Early Years.
- Nurturing belonging and responsibility.
- Promoting spiritual, moral, social and cultural development.
- Supporting physical and emotional wellbeing.

5. Learning and Teaching

Quality First Teaching ensures all pupils are given the keys they need to succeed.

Teaching:

- Secures long-term knowledge through careful sequencing.
- Develops subject-specific vocabulary.
- Promotes oracy and communication.
- Encourages independence and resilience.

Effective learning occurs when expectations are high, feedback supports improvement and pupils feel safe, valued and motivated.

6. Organisation and Planning

Subjects are taught discretely to ensure secure progression. Each stage of learning provides the building blocks — and keys — for the next.

The curriculum:

- Follows National Curriculum requirements.
- Identifies key knowledge and vocabulary.
- Ensures progression from EYFS to Year 6.
- Makes meaningful cross-curricular links where appropriate.

Subject leaders oversee progression and standards.

7. Relationships, Sex and Health Education (RSHE)

Relationships and Health Education are statutory and delivered through PSHE, science and Collective Worship where appropriate.

Provision reflects statutory guidance and our Christian ethos.
(See RSHE Policy.)

8. Spiritual, Moral, Social and Cultural Development (SMSC)

SMSC is embedded across the curriculum.

Fundamental British Values are actively promoted:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

9. Community Links

We believe real-world experiences provide powerful keys to understanding. We enrich learning through:

- Educational visits
- Visitors and workshops
- Community partnerships
- Charitable events

10. Assessment

Assessment is used to:

- Identify gaps
- Inform planning
- Support progress
- Ensure curriculum coverage

Statutory assessments are administered in line with DfE requirements.

11. Inclusion

Every pupil is entitled to the keys to succeed. High expectations apply to all.

Teachers provide appropriate challenge and support for:

- More able pupils
- Pupils with low prior attainment
- Disadvantaged pupils

- Pupils with SEND
- Pupils with EAL

Reasonable adjustments are made in line with the Equality Act 2010.

12. Monitoring and Review

Monitoring includes:

- Learning walks
- Book scrutiny
- Pupil voice
- Planning reviews
- Assessment analysis

Governors receive regular curriculum reports.

13. Roles and Responsibilities

13.1 Subject Leaders

- Lead curriculum development.
- Monitor standards and progression.
- Support colleagues.

13.2 Governing Body

- Ensure statutory compliance.
- Monitor effectiveness and impact.

13.3 Headteacher

- Ensure curriculum coherence and effectiveness.
- Monitor teaching and learning.

13.4 Class Teachers

- Deliver high-quality teaching.
- Plan effectively and assess learning.
- Engage in professional development.

14. Review Procedures

This policy will be reviewed:

- Every two years
- If national guidance changes
- If required by the Local Authority or Diocese

Next Review: February 2028

Ratified by Governing Board: February 2026

Headteacher: D.BOWER

Chair of Governors: _____