

## CURRICULUM POLICY FOR ST. MARGARET'S CofE PRIMARY SCHOOL



At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

**A**spiration

**W**isdom

**E**ndurance

Approved by the governing body on:	Autumn 2025
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### **1. Curriculum aims**

At St Margaret's we seek to deliver a creative and engaging curriculum which develops the knowledge and skills of the children whilst fostering an understanding of culture and diversity, raising aspirations, encouraging responsibility and giving back to the community.

These curriculum aims are underpinned by our values:

- › Our school values aspiration, so our curriculum is ambitious and challenges all pupils. We also give opportunities for pupils to study inspirational people and for pupils to consider their own aspirations.
- › Our school values wisdom, so our curriculum provides opportunities for pupils to think about and apply their knowledge in different situations.
- › Our school values endurance, so our curriculum provides opportunities for pupils to encounter challenges and keep going to be successful.

### **2. 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](#).

### **3. Roles and responsibilities**

#### **3.1 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 (SEN)
- 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

#### **3.2 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
- 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 SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- All staff have a responsibility to deliver all subjects of the national curriculum as set out in the school's long and medium term plans.
- Teachers, in consultation with the SENCO and SLT, will make adaptations as required to enable all children to access learning.
- All teachers will hold a lead role for either mathematics, English or RE, unless they are an ECT.
- All subject leaders will ensure they keep up to date in developments in their curriculum area, will deliver appropriate CPD to other staff and will support other staff as required.
- All other subjects will be monitored collectively by the teaching team.

### **4. Organisation and planning**

At St. Margaret's we deliver a two-year rolling curriculum due to our mixed age classes. This rolling curriculum is labelled as year A and Year B.

We deliver our curriculum through a thematic approach wherever possible using 'Big Questions' to support our learning and thinking. These enable us to deliver the national curriculum effectively, whilst also allowing us the space for open ended thinking and spiritual and moral development. These questions are posed by Maggie, our friendly rainbow bird, who likes to know what we are learning and how much we have learn.

Some of our subjects may use schemes to support the teaching and learning. This is detailed in our curriculum maps and on our website.

Religious Education is taught using the Essex Locally Agreed Syllabus. This is used to create a scheme of work which is based on our context. Further details can be found in our RE policy.

Sex and Relationships Education is taught using 3D PSHE. Please see the separate PSHE and SRE policy for further details.

Throughout our curriculum, we ensure we pay attention to developing the spiritual, moral, social and cultural capital of our pupils. This is planned for through a wide range of opportunities across all subjects of our curriculum. Examples can be found in appendix 1.

We also ensure the fundamental British values of democracy, respect, tolerance, liberty and rule of law are covered implicitly through our curriculum delivery.

Please see our EYFS policy for information on how our early years curriculum is delivered.

## **5. 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.

## **6. Monitoring arrangements**

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

- School visits
- Data analysis
- Subject reports
- Pupil voice
- Staff meetings

All teaching staff monitor the way subjects are taught throughout the school by using:

- Observation
- Planning
- Pupil Voice
- Staff Voice
- Data Analysis
- Discussion
- Learning walks
- Work Sampling

This policy will be reviewed in alternate years by the headteacher. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking and feedback policy
- Inclusion and Equal opportunities in learning Policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium Grant Statement
- Sports Premium Grant Statement
- PSHE and SRE policy
- RE policy

## **Appendix 1**

### **Mapping for Spiritual, Moral, Social and Cultural (SMSC) Development at**

#### **St. Margaret's CofE Primary School**

*The ideas below are not exhaustive, but do give a flavour of how we develop SMSC across our curriculum.*

	<b>We promote spiritual development by</b>	<b>We promote moral development by</b>	<b>We promote social development by</b>	<b>We promote cultural development by</b>
<b>English</b>	Responses to Literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ Appreciation of the beauty of language. Recognition of how others’ beliefs and experiences have shaped the course of Literature.	Exploring stimuli for thinking about the consequences of right and wrong behaviour. Students speculating and applying their own learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. Considering different perspectives.	Supporting conceptual and language development through an understanding of the debates about social issues. Promoting opportunities for talk and collaboration in a range of setting	Understanding and acknowledging different cultures through a range of Literary works.
<b>Maths</b>	Making connections between pupils’ Numeracy skills and real life. For example, could compare how a child in Egypt spends her day with how children in the UK spend their time. Consider pattern, order symmetry and scale both human-made and in the natural world.	Engaging pupils playfully, for example in unequal shares of resources, why might someone be upset if they received less than other people? Reflecting on data that has moral and ethical implications; for example, students might consider the difference in amounts of money spent on nonessentials aid/water.	Sharing resources in the classroom, the negotiating of responses and group problem solving. Analysing social data e.g. on health care, poverty, bullying.	Asking questions about the history of maths: for example, ‘What did the Egyptians, Greeks and Indians discover that we still use in Maths today?’
<b>Science</b>	Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for students to ask questions about how living things rely on a contribute to their environment. Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed.	By offering pupils the opportunity to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging students to speculate about how science can be used for both good and ill. Scientist studies challenge stereotypes.	Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimensions of scientific advances e.g. environmental concerns, medical advances, energy processes. Scientist studies challenge stereotypes.	Asking questions about the way in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions. Scientist studies challenge stereotypes.

<b>Art</b>	Providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena. Exploring different artists' interpretation of a key figure or event and asking what the artist was trying to convey. Allowing students to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.	Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Responses to and use of visual images to evoke a range of emotions.	Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool e.g. in advertising, in representing particular groups of people.	Exploring a wide range of creative media from around the world. Reflecting on the cultural significance of well-known pieces of art. Developing aesthetic and critical awareness.
<b>Computing</b>	Wondering at the power of the digital age e.g. the use of the internet. Understanding the advantages and limitations of ICT. Using the internet as a gateway to big life issues.	Exploring the moral issues surrounding the use of data. Considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger. Considering the vision and moral purpose of those involved in developing the web.	Links through digital media services with other schools and communities. Highlighting ways to stay safe when using online services and social media. Being prepared to work with technology to forge new relationships. Discussing the impact of ICT on the ways people communicate.	Exploring human achievements and creativity in relation to worldwide communications. Developing a sense of awe and wonder at human ingenuity.
<b>Design Technology</b>	Enjoying and celebrating personal creativity. Reviewing and evaluating created things.	Raising questions about the effect of technological change on human life and the world around them.	Exploring dilemmas that individuals may face and developing practical solutions to these problems.	Considering cultural influences on design. Asking questions about functionality vs aesthetics.
<b>MFL</b>	Exploring the beauty of another language. By exploring the way in which the language is constructed, has evolved and its link with English.	Helping pupils to have an accurate and truthful understanding of another culture.	Learning the skill of communicating in different ways. Exploring different social conventions e.g. forms of address.	Appreciating the language and customs of others. Exploring the literature and culture of other countries. Taking parts in visits or other cultural occasions.
<b>Geography</b>	Using maps, photographs, DVDs and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is.	Considering how people treat the environment: posing questions such as, How are we changing our surroundings? Are changes for the better or for the worse? Who benefits and who suffers? What should be our personal response to these changes? Who should look after our environment?	Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally. Considering social responsibility e.g. care for the environment, impact on traffic on the local area, tourism etc.	Exploring cultures that have had and still have an impact on the local area.

<b>Music</b>	Allowing pupils to show their curiosity and delight in creating their own sounds. Making links between their learning in other curriculum areas with music being played as background. Considering how music makes one feel and can make one feel and can 'move us' deeply. Looking at the role of sacred and secular music and the use of music for an occasion.	Exploring how music can convey human emotions such as sadness, joy, anger. Appreciating the self-discipline required to learn a musical instrument exploring the moral message in liberation songs and in lyric writing using moral tales as starting stimulus.	Exploring how an orchestra works together. Discussing what would happen if musicians in band/group didn't cooperate. Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. Engaging with the local community through music projects.	Giving all pupils an opportunity to learn a musical instrument and take part in regular singing. Encouraging pupils to listen and respond to traditions from around the world. Appreciating musical expression, from all different times and places. Learning to recognise music from other cultures and learning songs in other dialects.
<b>History</b>	Considering how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped them.	Exploring the results of moral decisions in the past. Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice?  Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if...?' 'What would have turned a tragedy into a triumph?'	Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past; for example, what might pupils say about the rights of children in Victorian times? Is it important society looks after young children? Are there still people who don't get a fair deal? Encouraging students to talk to their parents and grandparents; for example, when learning about WW2.	Exploring local history and under-researched history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. Celebration of significant national events e.g. Remembrance Day.
<b>PE</b>	Delighting in movement, particularly when students are able to show spontaneity. Taking part in activities such as dance, gymnastics which help students focused, connected and creative. Being aware of one's own strengths and limitations.	Developing the Olympic values of: <ul style="list-style-type: none"> <li>• Self-respect</li> <li>• Perseverance</li> <li>• Honesty</li> <li>• Teamwork</li> <li>• Passion</li> </ul> Developing positive sportsmanship	Developing a sense of belonging and self-esteem through team-work. Developing a sense of community through taking part in inter-school and intra-school events.	Learning about the history of sport, and where sports originate from making links with national and global sporting events such as the World cup and Olympic games. Exploring rituals surrounding sporting activities.
<b>PHSE</b>	Developing awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Developing resilience and inner strength.	Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.	Engaging in the democratic process for electing School Council and taking part in the process of contributing to school decision-making. Creating opportunities for students to exercise leadership and responsibility- School council, Peer Mentors etc.	Exploring how different cultures can offer great insights into how we lead our lives.