

St Matthew's Bloxam C of E Primary School



Curriculum Policy 2026

Rationale

This policy aims to provide all stakeholders with a clear understanding of St. Matthew's Bloxam C of E Primary School's curriculum for pupils.

St. Matthew's Bloxam C of E Primary School is committed to providing a world-class education to its pupils. A rich and relevant curriculum is fundamental to this. A curriculum should be designed to maximise pupils' life chances. It should be pupil-centred, using pupils' needs and lived experiences as its starting point.

The aims of our school curriculum are:

- to illuminate hopes, dreams and raise aspirations
- to foster the children's understanding of belonging and encouraging curiosity and a passion to learn,
- to promote a "have a go" attitude towards learning, so that all children enjoy coming to school and embrace new challenges and possibilities; pushing their own boundaries,
- to enable children to develop their knowledge, understanding and skills; being determined to succeed and becoming independent thinkers and questioners and acquiring a solid basis for lifelong learning,
- to promote a values based education based on Christian values and British values, so children take responsibility for themselves and their actions, are respectful and develop resilience and to value everyone,
- to 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
- to ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support,
- to have a high academic/vocational/technical ambition for all pupils
- to promote the learning and development of our youngest children and ensure they are ready for Key Stage 1,
- to fulfil all the requirements of the National Curriculum and the locally agreed syllabus for Religious Education.



Statutory Requirements

The curriculum delivered to pupils at St. Matthew's Bloxam C of E Primary School must provide them with access to the full National Curriculum, and fulfil certain other statutory obligations, as detailed below.

The statutory Primary National Curriculum states that:

Every state-funded school must offer a curriculum which is balanced and broadly-based and which

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

(The national curriculum in England – Key stages 1 and 2 framework document, September 2013)

In addition, *The Early Years Foundation Stage (EYFS)* sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe.

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

(Statutory Framework for the Early Years Foundation Stage, July 25)

Primary schools must also:

- *make provision for a daily act of collective worship* (National Curriculum, 2014)
- *teach Religious Education (RE) to pupils* (National Curriculum, 2014)
- *make provision for personal, social, health and economic education (PSHE), drawing on good practice* (National Curriculum, 2014)

Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:

- *Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools* (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

Curriculum Intent

At St Matthew's Bloxam C of E Primary School, we offer a rich and vibrant curriculum, which is ambitious for all learners. Through our Christian Faith, we want to illuminate hopes, dreams and aspirations and to seek experiences to enrich lives and show love and respect within our school family through our vision.

Let Your Light Shine

"In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven."

Matthew Chapter 5, Verse 16.

Our Curriculum has been designed to inspire, develop and equip all children with the essential knowledge, skills and understanding and STEM capital that are the building blocks to succeed in later life. Central to this are the key academic, personal and vocational skills to become educated, useful members of society. We aim to equip our pupils with the knowledge and cultural capital they need to succeed in life to become confident, self-motivated pupils, eager to become lifelong learners. We offer stimulating and awe-inspiring learning experiences with our core Christian values and British values at its heart.

St. Matthew's Bloxam C of E Primary School Curriculum Intent

Let Your Light Shine

KEY SKILLS

ENGLISH

To deliver an innovative English curriculum which enables and empowers children's written and oral communication and creativity

Throughout the school pupils are taught to read easily and with understanding – developing a love of reading and reading widely and deeply for pleasure and information.

They acquire and can apply the key skills of spelling, grammar and punctuation. They write clearly, accurately coherently and neatly

MATHS

To ensure that pupils become fluent in the fundamentals of maths, can confidently apply key skills and reason mathematically.

It is essential that all children have a secure and confident grasp of mathematical concepts so they can apply age-appropriate key skills and mathematical vocabulary in their learning. This allows them to gain a deeper understanding and make links between areas of maths for example applying their mathematical knowledge to science and other subjects.

PERSONAL DEVELOPMENT AND VALUES

PERSONAL SKILLS

Leadership	Independence
Resilience	Commitment
Self-reliance	Team work
Learning style	Perseverance

CHRISTIAN AND RELIGIOUS VALUES

We let our light shine through forgiveness, love, hope, friendship and respect. We care for each other in a cohesive and ethnically diverse community with honesty, trust and reliability and tolerance.

BRITISH VALUES

Democracy	Inclusiveness
Rule of Law	Pride
Tolerance	
Individual identity	
Mutual respect	

CREATIVITY

ART & DESIGN

We want our children to be creative, confident in the use of colour and different artistic mediums.

Pupils need to develop their artistic skills in drawing, painting, printing, modelling, designing, 3D techniques, digital art and an appreciation of artists through confident creativity.

DESIGN TECHNOLOGY

We want our pupils to use of a broad range of skills and understanding to design and make products that solve real & relevant problems in a variety of contexts.

This should also enable pupils to engage in enterprise activities.

EXPRESSIVE ARTS & PE

An appreciation of music, dance, drama and languages as essential elements of cultural capital

We place great value on children's ability to express themselves through the arts, dance, drama & languages. PE and Sport are well promoted through the curriculum

HISTORY AND HERITAGE

HISTORY

Our history curriculum traces British history and the great civilisations of the world

We aim to provide pupils with the knowledge, skills and understanding to appreciate our history and that of human creativity, endeavour & exploration through time

CULTURAL HERITAGE

We feel that it is important that children understand and value their own identity and heritage

This includes their cultural roots, as citizens of Warwickshire, the UK and as members of a global society.

UNDERSTANDING THE WORLD

GEOGRAPHY

Our Geography curriculum engages children in the study of the wider world, people, places & the environment

Children need to have a knowledge of the world – oceans continents, major countries & cities, social and physical geography, the environment and sustainability

CURRENT AFFAIRS

It is equally important that our children have an age-appropriate understanding of British and World News

Current affairs include matters of political importance such as Brexit, who is our Prime Minister; propaganda and fake news.

DISCOVERY

SCIENCE

Developing scientific knowledge and conceptual understanding, and a thirst for investigation, experimentation, exploration and discovery.

Through practical investigation and the development and application of key scientific skills from year to year.

TECHNOLOGY/ COMPUTING

Understanding and applying the fundamental principles of computing.

Including abstraction. Logic, algorithms and data representation as well as digital technology.

The Early Year's Curriculum

The EYFS curriculum is a fundamental part of the overall St. Matthew's Bloxam C of E Curriculum. At St Matthew's Bloxam we believe that children learn best through practical, hands-on experiences and interactions with their environment and we value the development of positive relationships with and between pupils, the role of play and the contribution of an enabling environment both indoors and outdoors. The best outcomes for children's learning occur when adults provide opportunities for both:

- Child-initiated play, actively supported by adults
- Focused learning, with adults guiding the learning through playful, rich and experiential activities.

Refer to EYFS Policy

Safeguarding and the Curriculum

Our strongly PSHE-focussed curriculum is a key element of our Safeguarding strategy. Teachers relate the learning rationales to our pupil context, emphasizing how pupils can help to keep themselves safe and what they should do if they are worried.

Refer to Safeguarding Policy

The Role of PSHE / Relationships and Health Education

The PSHE themes taught at any given point in the year are the same throughout the school, we follow Protective Behaviours and JIGSAW scheme. The PSHE / Relationships and Health Education themes taught are as follows:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me In My World Protective Behaviours	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Refer to PSHE Policy

British Values

The curriculum at St Matthew's Bloxam Primary School is designed to foster fundamental British Values within pupils and the wider community. The fundamental British Values are:

- Democracy
- Rule of Law
- Tolerance
- Individual identity.
- Mutual Respect

Diversity

The curriculum at St Matthew's Bloxam Primary School respects and celebrates the diversity of all children's multicultural backgrounds. Equality, diversity and inclusion in education is essential to ensure that all learners can thrive and reach their full potential. By raising awareness of all strands of diversity, how to eliminate discrimination, promote equality of opportunity and foster good relations, we are preparing our children to become good citizens and appreciate and celebrate the diverse society in which we live.

Transition

St Matthew's Bloxam Primary School recognises the fundamental importance of supporting learners through key moments of transition in their lives. Provision is made for high quality transition support to foster lifelong learners throughout the St Matthew's Bloxam Curriculum, This includes:

- Movement between Key Stages (EYFS, KS1, KS2, KS3)
- Movement between year groups
- The integration of new starters
- (Where appropriate) familiarisation with new members of staff

Teaching Pedagogy

The delivery of a high-quality curriculum relies on high quality teaching practice.

Teaching at St Matthew's Bloxam is characterised by the following:

- Effective prior preparation and planning based on knowledge of pupils and subject
- Clarity in relation to the learning rationale
- Clarity in relation to what is being taught
- Links to previous and future learning
- Clear Success Criteria
- A review of the learning at the end of the lesson
- Appropriate challenge for all pupils
- Teacher modelling through effective use of 'teacher talk' time
- Being appropriately and readily resourced
- Varied questioning
- Purposeful interaction both between adults and pupils, and between pupils.
- Pace suited to need
- A learning environment which clearly aids learning
- Enthusiasm allied with a fun, memorable and irresistible delivery, content and outcome
- Involvement of all pupils
- Promoting positive attitudes amongst pupils
- Opportunities for independent learning
- Elements of visual, auditory and kinaesthetic learning
- Effective feedback

Learning at St Matthew's Bloxam is characterised by:

- Improved knowledge, skills and understanding
- Making choices
- Perseverance
- Responding and reflecting
- Selecting resources
- Identifying successes
- Feeling you can do more
- Explaining what has been learned
- Applying learning to other situations
- Teaching someone else
- Feeling good about yourself

The Role of Assessment

In studying the St Matthew's Bloxam Curriculum, every pupil is entitled to be assessed and the outcomes analysed to inform teaching and improve learning. Provision for such assessment is built into the planned curriculum. This includes both formative assessment (used for feedback from pupils to adults, from adults to pupils and pupil to pupil, in order to improve standards as part of day-to-day teaching) and summative assessment (used termly to assign an in-school tracking judgment, for standardisation and for gap analysis).

Formative assessment at St Matthew's Bloxam is characterised by: planning that builds on prior assessment; effective questioning and dialogue; observation and listening by staff; and pupils knowing what to do independently when challenged. Staff respond to their formative assessments through varying the lesson pace or the level of modelling, through teaching a guided group or individual, through giving instant feedback to individuals, groups, or the class, and through adapting resources.

The outcomes to in-school summative assessment are used by class teachers and leaders to identify gaps and misunderstandings, to monitor the performance of pupil cohorts, to identify where interventions may be

required, and to work with teachers to ensure that pupils are supported to achieve good progress and attainment. Pupils are given feedback on how they can address their next steps in learning. Parents / Carers are informed about this attainment each term.

Inclusion

The principles of this curriculum policy apply to all pupils. At St Matthew's Bloxam Primary School, every pupil has the right to a broad and balanced curriculum that meets their needs.

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 objectives, and in our SEND policy and information report.

Extra-curricular Opportunities

In addition to the comprehensive core St Matthew's Bloxam Curriculum delivered to all learners, an extensive extra-curricular programme of clubs, interventions and participatory opportunities is also available for pupils.

Extra-curricular activities are selected for their contribution to pupils' development of the St Matthew's Bloxam Curriculum.

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
- 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 and disabilities (SEND)
- 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

Headteacher and Subject leads

- The Headteacher and Subject leaders are 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

Monitoring arrangements

The quality of teaching and learning within the St Matthew's Bloxam C of E Curriculum is routinely monitored by the Senior Leadership Team. Subject Leaders systematically review the quality of the outcomes produced by pupils, in relation to expected national standards and the knowledge outcomes intended.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and learning policy
- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- PSHE, Relationships and sex education policy
- Other individual subject policies
- Safeguarding policy
- Wellbeing policy

Approval Date: Updated 2026

Review

This policy will be reviewed in 3 years' time (Summer 2029) or before if there is a significant change in Government policy.



