

# St Stephen's Primary School



## Curriculum Policy

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**Mission Statement:** St. Stephen's is rooted in Christian faith and committed to excellence: encouraging staff to excel, pupils to flourish, and all to feel secure, valued and loved.

**Vision:** At St Stephen's, we are inspired by the biblical teaching and example of Jesus Christ being, 'The Light of the World' (John 8:12).

Our school is welcoming and inclusive. We strive to celebrate and nurture everyone to their full potential. We, both children and adults, desire to be **good role models** who inspire others through a **love of learning** and are motivated to make a positive impact on each other's lives. We want this impact to go beyond the school, into our community and the world. To be 'lights in the darkness' for, the 'light shines in the darkness and the darkness has not overcome it' (John 1:5)

**Purpose:** To reflect the school values and philosophy in relation to the teaching and learning across the curriculum. To set out a framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment.

The policy should be read in conjunction with the 2014 National Curriculum which sets out in detail what pupils in different classes and year groups will be taught.

**Subject Leader:** Jill Southern

## Policy for the Curriculum

*"Since we cannot know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn well that they will be able to learn whatever needs to be learned."* John Holt (1923 – 1985)

### **Intent:**

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart. Pupils' spiritual development permeates the curriculum.

It is bespoke to the needs of the pupils at St. Stephen's, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the virtues given to us by Christ and by developing individual and collaborative learning experiences and a sense of responsibility and challenges that take them beyond the classroom. They will have opportunities to influence their own learning through age appropriate and progressive objectives within themes and topics.

We are a small Church of England school with a constantly evolving curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its diversity.

### **Implement:**

Through quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all children will be challenged to be inquisitive, compassionate, courageous and creative learners. Effective learning characteristics including being ambitious, reflective, resilient and imaginative will drive teaching and learning.

### **Impact:**

Our children will have a confident set of skills, knowledge and Christian values which can be used in their next stage of life and education. They will learn more, remember more, enjoy more and develop more spiritually, socially and emotionally. They will achieve well.

At Astley St Stephen's CE School, we believe that children have a right to expect an outstanding curriculum which is; fun, motivating, interesting and most importantly purposeful.

We strive to develop imagination through our own devised curriculum which is stimulating, creative and encompasses an environment where every child has the opportunity to shine. The curriculum is the totality of every experience we offer our children during their time in our school.

## VALUES

Our school curriculum is underpinned by our vision and the key Christian values chosen by staff, children and the governing body: friendship, courage, resilience, compassion, wisdom and joy. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

## AIMS

The National Curriculum has three broad aims. It should enable all young people to become:

- successful learners, who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives, with a sense of self-worth and personal identity and the ability to form good relationships with others
- responsible citizens who make a positive contribution to society by valuing and respecting others and the environment and who take an active role in their school and wider community.

Our aims at Astley St Stephen's are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Manchester/Blackburn Diocesan Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Our curriculum encompasses every opportunity that we provide for children and is dynamic so that it can be tailored to changing needs and circumstances.

## CURRICULUM DESIGN

We believe the following principles underpin our philosophy of education:

- The curriculum meets the needs and interests of all learners
- A broad and balanced curriculum is an entitlement for all learners
- The curriculum is integrated with effective teaching, learning and assessment
- The curriculum is at the heart of the school's strategies to raise achievement and improve outcomes for all learners.

### **Our curriculum will:**

- be creative in approach to develop children's knowledge, skills and understanding and the ability to apply these in all areas of life
- be holistic in approach to learning, ensuring that all children feel valued and included
- be focused on developing a love and passion for learning
- be planned to develop imagination and creativity
- be personalised, encouraging children to develop ideas and respond to challenges in their own way, and encouraging excellence
- ensure that every child has the opportunity to experience success and recognition
- encourage learning and teaching that is fun and exciting to prepare children for now and for the future
- include opportunities for children to grow in confidence and broaden their experiences through clubs, performances, visits and links with the community
- include experiences of learning in the outdoors where pupils can develop skills in teamwork, creativity, adventure, physical development, problem solving, gardening, science, cooking and cross curricular links.

## PLANNING

We follow the National Strategies for English and Mathematics, using the White Rose Mastery Scheme in Mathematics and the Pathways for Reading, Writing and Poetry and the Manchester Diocese Agreed Syllabus for Religious Education is taught throughout school.

We have adopted a progressive, mastery approach to writing following the 'Pathway to Write' programme. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing.

The systematic teaching of Phonics has a high priority throughout our Foundation Stage and KS1 classes. Using the Essential Letters and Sounds scheme, Phonics is taught daily in short, concise and effective sessions which are delivered by class teachers.

A comprehension of what our children are reading is key. We use 'Pathways to Reading' from Year 1 to Year 6. This gives the children access to a variety of quality fiction and nonfiction texts while teaching and embedding the key skills of retrieval, inference, prediction and word meaning. Children throughout school also take part in a weekly Cracking Comprehension lesson- the key skills of comprehension are reinforced while focusing on age-appropriate examples of fiction, nonfiction and poetry texts.

Our maths curriculum is underpinned by the teaching for mastery approach, which is applied with the guidance of our local Maths Hub across the school, through the 'White Rose Maths' scheme, the 'Third Space' programme and the 'Mastery in Number' programme (Rec -Year 3). We ensure that all children are regularly exposed to fluency, reasoning and problem-solving throughout each unit of work, enabling them to develop a deep and secure understanding of mathematical concepts. Learning is reinforced through daily recap and retrieval of key content, while arithmetic skills and essential knowledge are developed systematically and regularly.

In the Foundation Stage we adopt a holistic, child-led topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas. (see EYFS policy for more details).

PE is taught following annual long-term plans from Complete P.E. supported by Rees Sports.

Music is taught throughout school using the Charanga resource. At Year 4 pupils learn a brass instrument with Wigan Wider Opportunities, supplemented by Charanga for composition, appreciation and singing. All pupils in KS2 have access to instrumental tuition.

In KS2 pupils have a weekly Spanish lesson.

Other Foundation subjects are covered through a comprehensive, thematic, creative curriculum for 5-11 year olds, with a clear process of learning and with specific learning objectives for every subject based on the 2014 National Curriculum.

### **Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so consulting parents where appropriate.

While for many children, SEN can be identified at birth or at an early age, some difficulties only become evident as children and young people grow. It is therefore important that all those who work with children and young people are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves. Early identification of pupils with SEN is a priority. At St Stephen's, we will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Liaison with pre-school settings and parents
- Evidence obtained by teacher observation/assessment
- Their performance against year-end objectives
- Pupil progress in relation to objectives

Standardised screening or assessment tools via the TESS Team (Targeted Education Support Service)

At St Stephen's, reference is made to the Greater Manchester Ordinarily Available and Inclusive Provision document to ensure that provision is in place before some pupils are identified as having a Special Educational Need and/or disability. The Wigan Additional Practice Toolkit and the Early Years Ordinarily Available Inclusive Provision documents are also used to inform daily inclusive practice for all children as part of the school's graduated approach.

The school provides an Individual Educational Plan (IEP) for each of the children who have special educational needs. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.