# Hunslet Moor Primary School

## Curriculum Policy

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| **Approved by:** | Co-Headteachers and Governing Body. | **Date:** September 2022 |
| **Last reviewed on:** | September 2026 | |
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## 1. Curriculum aims

Our curriculum aims/intends to:

- Develop all children as confident and competent readers and communicators
- Ensure all children acquire the knowledge they need to achieve future success regardless of their starting points
- Provide enriching experiences to excite children's curiosity & widen their knowledge & understanding of the world around them
- Raise aspirations and inspire all children to develop the skills, character and attributes to be responsible citizens

Our curriculum ensures that all pupils have the chance to succeed, regardless of their starting points. Our curriculum focusses on giving pupils access to each subject's body of knowledge and ensures all of our lessons are knowledge and vocabulary rich. The curriculum is designed to give pupils the character skills that they will need to be responsible citizens and has a strong focus on developing pupils' characteristics such as resilience, confidence and self-discipline. Our curriculum teaches skills like creativity and critical thinking but also incorporates a strong provision for cross-curricular activities that are designed to develop pupils' 'soft skills' like communication, teamwork and perseverance.

We are proud to offer a curriculum that inspires all of our children here at Hunslet Moor and ensure that children take part in enriching experiences to widen their understanding of the world around them. Our curriculum offers meaningful links to our children with a focus on the diverse and multicultural community we serve.

## 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 Head teacher and Curriculum Leader 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 Subject Leaders

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;
- Monitor pupil progress in that subject area;
- 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, learning intentions are clear and that progression is planned and seen within books.

## 4. Organisation and planning

Our Curriculum is designed using a thematic approach with Geography and History providing enquiry questions as the key driver for the unit. Where possible we strive to make purposeful and appropriate links across our curriculum to support children in acquiring depth to their knowledge and making connections with their learning. Where this is not possible subject are taught discretely to make up a broad and balanced curriculum for all of our children.

Our yearly curriculum maps indicate which subjects are taught in which terms. Over the course of an academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Medium term plans are written to ensure coverage of the foundation subjects by mapping out the objectives that will be covered week by week. This supports teachers in providing fluent and progressive units of work.

The curriculum has been specifically tailored to engage and excite our children. Our History topics explore local links, allowing children to visit and learn about history through first hand experiences. By using local links it makes learning real for our children and gives them a purposeful context to build upon. With a diverse community of parents and pupils we want to celebrate all cultures, nationalities and religions. Our Geography topics were created with that in mind, whilst also comparing the similarities and differences between other countries that may be new to them. Children are taught the impact of human and physical geography and how these interlink in the wider world.

Information on the rationale behind all of our other subjects can be found on our website along with supporting policies and documentation.

We know that it is our job to ensure that children learn how to behave in a safe and appropriate manner. Please refer to the following policies for more information on how our curriculum supports this teaching;

- Online Safety Policy
- RSE Policy
- PSHE Policy

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:

- Meetings with subject leaders
- Learning walks
- Updates provided at Governing Body meetings

Subject Leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book scruitinies
- Planning scruitinies
- Environment audits
- Pupil voice
- Subjects Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headteacher and Curriculum Leader. 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
- SEN policy and information report
- Equality information and objectives
- Pupil Premium Spend Report
- RSE Policy
- PSHE Policy
- T&L of English Policy
- T&L of Maths Policy
- Online Safety Policy
- Collective Worship Policy