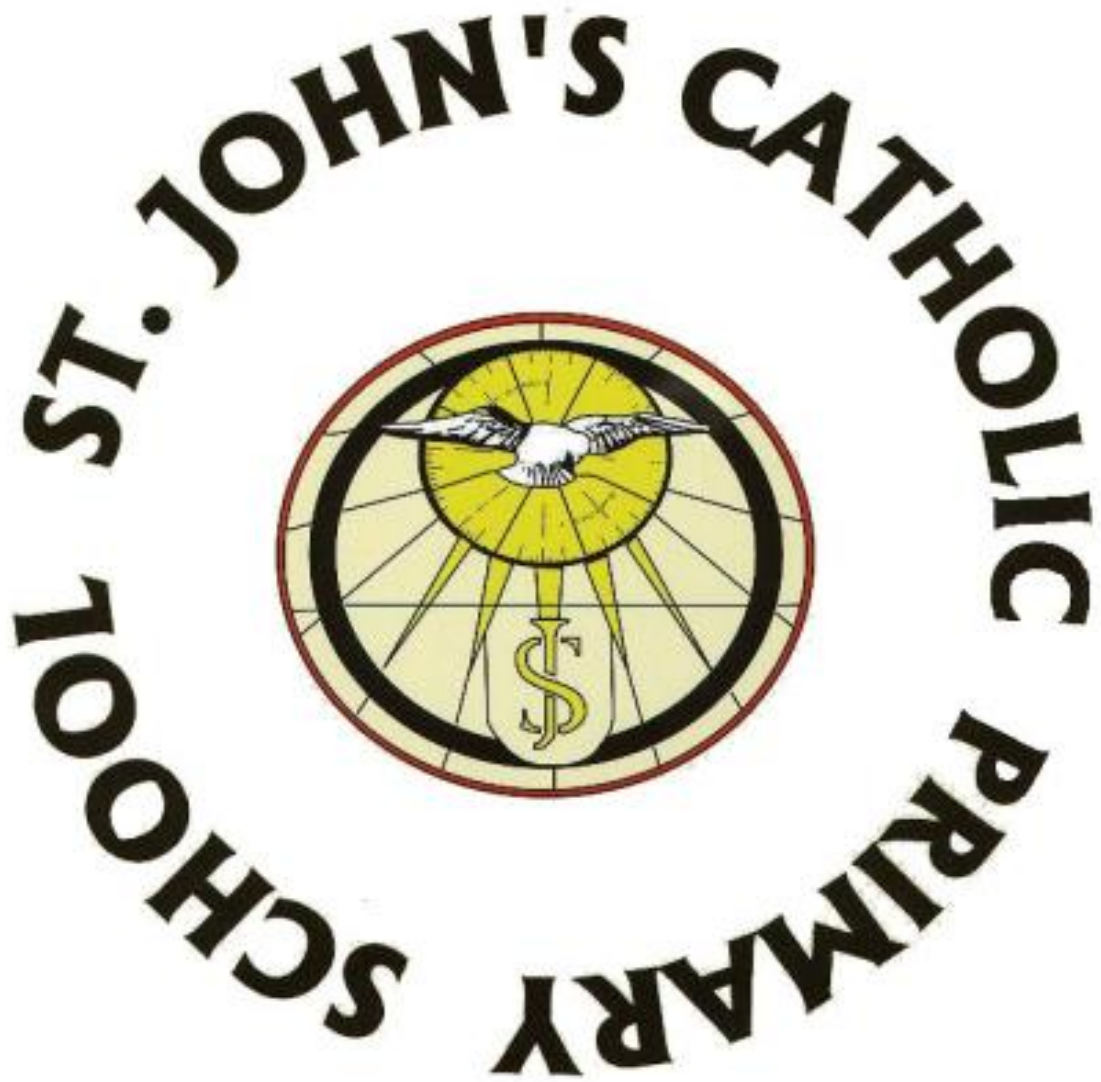




Curriculum Policy

September 2026

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1. Curriculum aims

Our curriculum aims intend to:

- Provide a broad and balanced education for all children.
- Be coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support children's spiritual, moral, social and cultural development
- Support children's physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all children, with high expectations for every child
- Have a high academic ambition for all children
- Equip children with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our values:

- The Mission of St. John's Catholic Primary School is to '*grow and learn in the footsteps of Jesus*' by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful. We live our Mission by:
- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith
- Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate
- Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum
- Developing sound teaching and effective classroom management
- Generating a positive attitude to learning where realistic expectations of children and high standards of work are expected
- Using a variety of teaching approaches that reflect the needs of individual children
- Participating in projects which focus on the needs of others including local and international charities.

St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge, St. Thomas More, Bradford on Avon and St Bernadette's Catholic Church in Westbury.

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 [maintained schools governance guide](#).

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 make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for children to cover the National Curriculum and other statutory requirements
- Proper provision is made for children 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

3.2 Head teacher

The head teacher 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 children 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
- 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

- Provision is in place for children with different abilities and needs, including children with SEND

3.3 Other staff

Curriculum Leaders make sure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

The curriculum

- RE is taught using the Day by Day curriculum
- CUSP curriculum is used for Reading, Writing, EYFS and KS1 Maths, Spelling, History, Geography, Art , DT and Music
- In EYFS and KS1 Phonics is taught every day using Sounds Write scheme
- KS2 Maths follows a mastery approach and is taught using White Rose Maths
- Science is taught using the White Rose scheme
- PSHE and RSE is taught through TEN TEN and Life to the Full curriculum
- PE is taught using Real PE
- Computing is taught using Teach Computing scheme
- French is taught using Language Angels scheme
- Our Curriculum covers:
 - Relationships and health education
 - Spiritual, moral, social and cultural development
 - British values
- Short, medium and long-term planning expectations have been identified
- Essential knowledge and vocabulary has been identified for foundation subjects
- Refer to the EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all children. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Children from disadvantaged backgrounds
- Children with SEND
- Children with English as an additional language (EAL)
- Higher attaining children
- Children with low prior attainment

Teachers will adapt the planning of lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will make sure that there are no barriers to every children achieving.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, be taught essential vocabulary and to support children to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

6. Monitoring arrangements

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

- Monitoring of curriculum in line with the School Development Plan
- Curriculum Leaders monitor the way their subject is taught throughout the school by engaging with book studies, pupil voice, book reviews.
- Monitoring is shared with the Governing Body

This policy will be reviewed every academic year by the head teacher. At every review, the policy will be shared with the governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback & Marking policy
- SEND policy
- Equality information and objectives

Role	Name	Tel.	email
Head teacher	Kim O'Rourke	01225 752006	admin@st-johns-trowbridge.wilts.sch.uk
Deputy Headteacher	Nick Gerrish	01225 752006	admin@st-johns-trowbridge.wilts.sch.uk
Inclusion Lead	Debbie O'Mahony	01225 752006	admin@st-johns-trowbridge.wilts.sch.uk

Governor with responsibility for behaviour and safety	Clare Doogue	01225 752006	admin@st-johns-trowbridge.wilts.sch.uk
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This policy has been approved and adopted by the Governing Body.

Head teacher: *Mrs K O'Rourke*

Chair of Governors: *Mrs C Doogue*

Review cycle:	Annually
Next review due:	September 2027