

Leverton Primary School



Curriculum Policy

Approved by:	L Gibbs	Date: 29/4/2026
Last reviewed on:	April 2026	
Next review due by:	September 2027	

School Mission Statement

"Learning and achieving – today, tomorrow, for life"

All members of our school community were consulted over and agreed our Mission Statement.

School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

Aims and objectives

The aims of our curriculum are:

- To introduce children to the essential knowledge they need to become educated citizens
- To engender an appreciation of human creativity and achievement

- 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 mathematics and literacy.
- 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 Locally Agreed 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.

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. This includes: relationships, sex and health education, and religious education (RE). Parents may ask for their child to be taken out of some of these lessons.

Relationships education is compulsory for all primary school pupils.

Primary schools can choose to teach sex education but it's not compulsory. Parents can withdraw their child from sex education in primary school.

Health education is compulsory for all pupils in state-funded primary schools.

RE is compulsory in schools up to the age of 18. Parents can ask to withdraw their child from parts or all of the lessons. Local councils are responsible for deciding the RE syllabus for maintained school.

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](#).

Organisation and planning

We agree our curriculum for each year group based around the National Curriculum. This indicates what subjects are to be taught in each term and to which groups of children. We review our curriculum on an annual basis. We give clear guidance on the knowledge and skills to be taught in each subject, to ensure progression throughout the school.

Our teachers plan lessons on a termly or weekly basis. We use these to set out the timetable for each week, and to identify what resources and adapted activities we are going to use in the lesson.

In the Foundation Stage we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of early learning goals and prepares the children for the National Curriculum. Progression is planned in all curriculum areas.

At Key Stage 1 and 2 the curriculum at our schools emphasises the core subjects and we teach these subjects separately. Foundation subjects are explicitly taught each week and all children have the opportunity to experience the full range of National Curriculum subjects.

Inclusion

The curriculum is designed to provide access and opportunity for all children who attend our school. High expectations are set for every pupil. For children whose attainment is significantly above the expected standards, the curriculum deepens and broadens their knowledge and stretches their learning. For children who have low levels of prior attainment or come from disadvantaged backgrounds, the curriculum is deliberately ambitious to ensure they meet the required standards. Our curriculum takes into account the equal opportunities legislation and the protected characteristics.

Lessons are planned to ensure that there are no barriers to every pupil achieving including those with special educational needs or whom have disabilities. 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. All children will study the full national curriculum and lesson will be adapted where necessary to enable this. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher, along with the Senco, assesses this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an education and healthcare plan (EHCP) and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs. The school provide a one plan profile for each of the children who are on the special needs register. 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.

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

Monitoring

The Governing Body and Senior Leadership Team are responsible for monitoring the way the curriculum is implemented. The Curriculum Committee reviews each subject area in its termly cycle of review and development. We have named Governors in school responsible for these standards. The Governors liaise with the curriculum leader in school and monitor closely the way the school teaches the curriculum.

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; the Headteacher is responsible for the day to day organisation of the curriculum. They monitor the long term, medium term and weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- 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

Subject leaders monitor the way their subject is taught throughout the school. They examine planning and ensure that the curriculum is implemented as intended. They scrutinise samples of workbooks, carry out learning walks and pupil voice surveys across the key stages to ensure standards are being met. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

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
- Relationship and Sex Education policy