

Curriculum Policy

The Beeches Primary School



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What is the purpose of this policy?

This policy aims to describe the school context and share how leaders implement the curriculum. The policy is designed to provide an overview. More details on each subject can be found within **The Beeches Primary School Curriculum** document or via the subject pages <https://www.beeches.peterborough.sch.uk/page/?title=Curriculum&pid=1189>

What are our curriculum aims?

At The Beeches Primary School, our intent is that every member of the school community should be valued for their individuality, diversity, culture and heritage. Everyone is supported as they strive for excellence in a stimulating and caring environment.

Our Beeches curriculum has been designed using the National Curriculum as its foundation, but due to its ambitious nature, it often exceeds these expectations. Our 'broad and ambitious' curriculum has been carefully chosen and sequenced to ensure children build on their knowledge year on year. We believe that each subject should 'breathe in its own right', and that the disciplinary skills for each subject are taught alongside a rich content of knowledge and vocabulary. Underpinning the curriculum at The Beeches Primary School are our Core Values and Big Ideas.

What are our Core Values?

Articulate	Creativity	Curiosity	Collaboration
I can look at the person I am talking to and speak clearly. I can be confident and speak in front of an audience. I can think before I speak, so that I make sense. I can use the key words for the topic. I can listen attentively and respond to questions. I can make observations. I can recall events and	I can use my imagination. I can build and make things. I can play an instrument. I can express my feelings. I can sing and dance. I can solve problems. I can try new experiences. I can think outside the box.	I can explore my interests. I can explore why things happen and how they work. I can ask questions and look to discover the answer. I can try my best to learn new things. I can use my imagination.	I can listen to other ideas and opinions. I can be a leader and a follower. I can work as part of a team. I can take turns. I can encourage others.
Caring	Resilience	Excellence	Reflective
I can consider other people's feelings. I can look after myself, my community and my environment. I can celebrate differences. I can respect other people. I can take pride in my learning and who I am. I can help others.	I can learn from my mistakes and my behaviour. I never give up. I keep going when things get difficult. I can challenge myself. I can work independently when I get stuck.	I can aim to be the best I can be. I can achieve my target. I can challenge myself to be better. I can aim high. I can keep on trying.	I can talk about my work and behaviour. I can suggest ways to improve. I know when I've done well and when I could have done better. I can question what I am learning about. I can look at my feedback to improve my work. I can consider links in my learning.
Sustainability			
I can recycle materials in the right bins. I can reuse things to reduce waste. I turn off lights and electronics when not in use. I can turn off the tap quickly to save water. I can choose healthy snacks with less packaging. I can finish my lunch and not waste food. I can walk or bike to school. I share ideas on how we can be more sustainable.			

What are our Big Ideas?

<u>Reasoning</u> <i>Understanding the action of thinking about something in a logical, sensible way.</i>	<u>Nature</u> <i>Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many</i>	<u>Climate change</u> <i>Understanding it and recognising that it is a significant global issue now and in the future.</i>
This big idea invites children to think about a range of efficient ways to solve problems. Through the entire curriculum, opportunities are planned for children to investigate problems and record their findings. Children have the chance to show what they have learned and reflect on what they found challenging and why. The progressive curriculum teaches children the specific problem solving skills needed to prepare them for	This big idea invites children to find out about the diverse natural environments of the world and the plethora of species, both plant and animal, that live in them. They explore the characteristics and features of a range of habitats and study how living things interact within them. They examine the effects of economic and technological development on the natural world and consider the impact of human actions. Through this big idea, children	This big idea regularly invites children to look at rainforests, oceans, climate, land use, human interaction with resources and sustainability in contrasting regions of the globe. By the end of KS2, the inquiries are based on very firm foundations of pupil knowledge, interest and motivation, built through our ambitious curriculum. The additional knowledge children gain about human action, exploitation of other humans
<u>Processes</u> <i>Understanding the many dynamic and physical processes that shape the</i>	<u>Social injustice</u> <i>Understanding the voices of the disadvantaged, the marginalised and oppressed.</i>	<u>Multi-culturalism and diversity</u> <i>Understanding diverse communities and challenging racist assumptions wherever</i>
This big idea invites children to find out about the diverse and dynamic physical processes that are present in, and have a significant impact on, places, the environment and the world around them. They explore the physics of force and movement and investigate the phenomena of electricity, light and sound. Through this big idea, children discover how physical processes such as weather and erosion can transform a place or landscape.	This big idea invites children to deepen their knowledge, combat stereotypes and think through problem-solving solutions in the past and possibilities for the future. They explore why stereotypes emerge and why they are damaging. Children will learn how to interrogate diverse sources of evidence such as, buildings, art and writings. The knowledge builds over time when discussing and exploring disadvantage, power imbalances and suffering. This	This big idea invites children to read stories and watch video case studies which show examples of contrasting faith communities collaborating in life and work, displaying mutual respect. The temporal, geographical and religious dimensions are carefully taught so that children can see the bigger picture and respect complexity in their enquiries. Across the curriculum, children will learn how questions can help us in our study of the past, places, cultures and beliefs to

What is our context?

The Beeches serves a highly diverse and mobile community. A significant proportion of our pupils speak English as an additional language, and our school community represents a wide range of ethnicities, languages, cultures and backgrounds. Levels of disadvantage, SEND and pupil mobility are above national averages. These contextual factors are central to our curriculum design and inform our emphasis on language development, vocabulary, reading, inclusion and carefully sequenced learning.

The Beeches contextual information and pupil characteristics are reviewed annually to ensure that curriculum provision continues to meet the needs of our pupils.

How is our Curriculum implemented?

Through our detailed curriculum strategy we have:

- identified and sequenced the essential knowledge pupils need to know and remember in each subject in the curriculum via the use of progression maps for every subject. We follow the principle that every teacher is a leader, and each subject is led by a group of carefully selected staff, who have a great passion for the subject, specific qualifications or experience to successfully enhance best practice across the school;
- identified the key vocabulary we think children should know in each subject in the curriculum and incorporated this into knowledge progression maps. This, in turn, increases reading comprehension, ensuring children build up extended specialist vocabulary;
- Knowledge Organisers and regular low-stakes retrieval opportunities support pupils to remember important knowledge and vocabulary over time, enabling them to make connections with subsequent learning.
- ensured opportunities to develop communication skills, in particular oracy, are at the heart of our lessons;
- developed coherent, meaningful threads (our Core Values and Big Ideas) throughout the curriculum, ensuring children have repeated exposure to abstract concepts in different contexts to ensure long term retention. The Beeches value first-hand experiences and seek to expose children to opportunities outside the indoor environment with trips, events and a Forest School provision;
- embedded formative opportunities within each lesson to assess whether children are retaining key skills and knowledge. Through our cumulative and progressive curriculum, concepts and skills are revisited frequently and opportunities to over-teach are built into lessons as normal practice. Where children have completed their entire curriculum at The Beeches, we expect they will achieve the expected standard, or above, because the well-sequenced content allows the consolidation of core skills. Teachers are trained and supported to apply core pedagogical principles to regularly assess whether pupils are achieving well, and have a range of tools (including intervention) to provide additional support where appropriate. Summative assessments are used in some subjects as a further tool to assess children's attainment over time and provide a more detailed picture of a child or cohort's gaps in knowledge or understanding;
- fostered a love of reading and continued to improve reading comprehension skills through a carefully-chosen reading sequence: pre-reading strategies; oracy activities; precisely modelled reading skills; and opportunities to apply these independently. The curriculum design nurtures a deeper passion for reading through intentionally selecting challenging class readers, which provide further opportunities to develop children's vocabulary and enable

them to become fluent readers. At The Beeches, we believe that Reading is the cornerstone of a successful curriculum because it unlocks learning across a range of subjects;

- developed a carefully-considered, well-sequenced genre map that provides a rich range of writing experiences across the school. Writing opportunities for our children have a clear purpose and audience in mind. They are either stimulated by a high-quality text or allow children to apply their knowledge retained from across the curriculum. Lessons are planned following a clear writing sequence: read and deconstruct a text; consider and practise grammatical elements; opportunities to develop vocabulary considering the audience; planning; drafting and editing; and publishing.
- adopted Little Wandle Letters and Sounds Revised. All children in EYFS and KS1 receive daily phonics and Early Reading lessons. In addition to this, there is daily keep up for those that need to make rapid progress. Rapid catch up takes place for those who need it in KS2. All staff are fully trained, so children can subdivide within groups receiving specialist support. The scheme draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory; and how best to enable children to apply their learning to become highly competent readers;
- developed the core elements of fluency, problem solving, reasoning and conceptual understanding in mathematics, through the teaching of a spiral curriculum where skills are regularly revisited and embedded. The Beeches adopts a 'mastery' approach that gives pupils a deep, long-term, secure and adaptable understanding of mathematics, allowing them to develop the specific problem solving skills needed to prepare them for the next step in their learning. At The Beeches, we understand that sound mathematical skills provide the foundation for the jobs of the future;
- ensured that the school meets all statutory requirements for Relationships Education and Health Education and follows the current Department for Education statutory guidance. Our curriculum is carefully sequenced, age-appropriate and responsive to pupils' needs, enabling children to develop the knowledge and understanding required to keep themselves safe, healthy and prepared for life in modern Britain. Any sex education provided beyond the statutory science curriculum is delivered in accordance with the school's RSHE policy;
- developed an EYFS provision that provides high-quality education for all our children, laying strong foundations for their future learning and development. Precise quality first teaching, which happens regularly throughout the day is complemented by the continuous provision offered to our learners. Our stimulating indoor and outdoor learning environments provide children with a variety of resources to discover and explore through child-initiated play, with a high focus on communication skills;

What impact do we expect our curriculum to have?

Through our curriculum, we expect pupils to know more, remember more and increasingly apply what they have learned independently. Pupils will develop secure subject-specific knowledge and vocabulary, make meaningful connections with prior learning and demonstrate progression over time.

Our curriculum aims to ensure that all pupils, irrespective of background or starting point, are well prepared for the next stage of their education. We want children to leave The Beeches as confident, articulate, curious and resilient learners who value diversity, contribute positively to their community and have the knowledge and skills needed to succeed.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

This policy also takes account of the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, including the revised guidance effective from 1 September 2026, and the school's statutory responsibilities for Religious Education.

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](#).

Roles and Responsibilities

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets through The School Development Plan
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

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 body
- 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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

Curriculum and Subject Leaders are responsible for:

- ensuring the curriculum in their subject is ambitious, coherent and appropriately sequenced;

- maintaining progression documentation and supporting teachers' subject knowledge;
- monitoring implementation and evaluating the impact of the curriculum on pupils;
- identifying strengths and priorities for improvement;
- ensuring appropriate provision and ambition for pupils with SEND, EAL and those experiencing disadvantage;
- reporting to senior leaders and governors as appropriate.

How do we monitor the curriculum?

Senior Leaders, Team Leaders and Subject / Curriculum Leaders follow a monitoring and evaluation cycle, incorporating: learning walks, pupil voice, book scrutinies, reviewing of planning materials, staff interviews and relevant assessment information.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through discussions with the Headteacher, subject leaders, curriculum leaders and senior leaders who are responsible for monitoring the curriculum.

How do we ensure our curriculum is inclusive?

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 plan learning so that pupils with SEND can access an ambitious, broad and balanced curriculum alongside their peers. Appropriate adaptations, scaffolding and additional support are provided to remove barriers to learning while maintaining high expectations.

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.

How do we involve parents?

At the Beeches we value parents and carers as partners in children's education. We provide regular opportunities for families to understand and engage with the curriculum through curriculum information, the school website, workshops and events, parent consultations and other school communications. We actively seek parents' and carers' views and use feedback to inform ongoing improvement.