



Together we Love, we Aim High and we Celebrate!

Curriculum Policy

This guidance should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Headteacher: Mrs Nichola Chesterton
Chair of Governors: Mr Pete Luscombe
To be reviewed: September 2027

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. Curriculum aims

Our curriculum aims/intends to:

- 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.

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 headteacher 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

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 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject Area	Subject Leader
SENDCo	Dani Tooth
English	Ellen Bond
Phonics	Claire Carter
Maths	Rebecca Denley
Science (including STEM)	Rebecca Denley
History	Jen Startup
Geography	Jen Startup
Art and Design	Alexa Richardson/Lisa Creek
Design and Technology	Alexa Richardson/Lisa Creek
Computing	Laura Stradling
Languages	Chloe Cahill
Music	Nichola Chesterton
Physical Education	Nichola Chesterton
PSHE/RSE	Chloe Cahill
RE	Claire Carter/Nichola Chesterton

4. Organisation and planning

At Chilthorne Domer Church School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2025 framework in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Our Christian Values

At Chilthorne Domer Church School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

The school environment is respected and used well by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At Chilthorne Domer Church School, our values permeate all areas of school life and are reflected by the school's simple motto: 'Together we Love, we Aim High and we Celebrate!'

Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generosity	Compassion	Courage	Forgiveness	Friendship	Respect

Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness

Annually					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Word of Jesus	Advent and Christmas	People Jesus Meets	Holy Week and Easter	The Parables of Jesus	The Miracles of Jesus

In Year A and B, each half term focuses on one value.

The value covered in the Wednesday Whole school act of worship is determined by the Bible text. Each half term contains acts of worship on all six of the following values: Hope, Community, Dignity, Wisdom, Joy and Peace.

Aims

At Chilthorne Domer Church School, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- To provide a welcoming and compassionate community in which all are equally valued for who they are, developing in children a love of learning and a desire to continue to expand their knowledge and skills throughout their lives.
- To encourage the experience of Christian life and participation in worship. We have close links with the Parish Church and children regularly worship in the church. Provide an atmosphere where diversity is celebrated.

- To encourage children to have a sense of belonging and responsibility towards others in our school community, the local community and the wider world. For all children to feel protected and safe.
- To provide a creative and well planned curriculum which enables all children to achieve the highest standard of work and learning of which he/she is capable and at the same time develop lively and enquiring minds. We want our children to be inspired by the quality of teaching and we encourage our children to have high expectations of their learning and achievement and to become imaginative, creative young people who can ask questions, make links and solve problems.
- To help children to understand the importance of good health and a healthy lifestyle and to ensure they know how to stay safe.
- To work together with parents forging strong home school partnerships.
- To create a stimulating environment in and around the school, in order to promote cultural, aesthetic and spiritual awareness.
- To allow children the space to play imaginatively and cooperatively, developing independence and resilience.
- The school's policy of inclusive education applies equally to all adults and children who work here regardless of gender, religion, race, background, specific difficulty or physical ability.

Character Education

Character education is not an individual National Curriculum subject and there is no fixed way it can be delivered. At Chilthorne Domer Church School we promote children's spiritual, moral, social and cultural development, and prepare them for the opportunities, responsibilities and experiences of later life.

Character education can be defined as 'the implicit and explicit activities that help young people to develop positive, personal strengths, called virtues.'

The key principles are:

A good life is one in which a person develops and practises virtues.

Character can be caught, taught and sought.

Character traits develop through habits.

The Education Secretary set out five key areas that help children to develop good character:

- Sport
- Creativity
- Performing
- Volunteering and membership
- The world of work.

Character education at Chilthorne Domer Church School is also delivered through activities such as: assemblies, school councils, Guardian Angels, lunchtime or after-school clubs.

As well as giving children a good foundation for their future lives, character education can improve their whole school experience.

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:

- School visits
- Meetings with subject leaders

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- RSE Policy
- PSHE Policy