



## Policy Header

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"Growing together at the heart of God's community"



Trust Prayer:

*Heavenly Father,*

*Let peace, friendship, and love grow in our schools,*

*Send the Holy Spirit to give excellence to our learning.*

*love to our actions and joy to our worship. Guide us to help others,*

*so that we may all Learn, Love and Achieve,*

*Together with Jesus.*

*Amen*

## Curriculum Vision Statement

### School values central to life in our community

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

**Love** never fails, 1 Corinthians 8:13

For the Lord gives **wisdom** : from his mouth comes knowledge and understanding. Proverbs 2:6

### Intent:

#### The **HEART** of our School and Curriculum:

**H** – Helping children prepare for life, growing with God.

**E** – Embracing Christian Values.

**A** – Achievement for all.

**R** – Reading at the **heart** of our school

**T** – Teaching a knowledge rich curriculum.





## Our Curriculum Rational:

**Our Heart** curriculum has been created by Glazebury CE Primary school to allow all to flourish, providing the essential knowledge and skills for children to grow and succeed in life. We foster a curriculum that has Christian values, British values, spiritual, moral social and cultural development permeated through its structure.

We believe that we have high expectations for all our children and that in providing a knowledge rich curriculum, we are giving the opportunity to achieve and attain.

We acknowledge that this will underpin our commitment to the children of Glazebury to become independent, confident and reflective learners in **our school, community and ultimately our world.**

At Glazebury CE Primary, we aim to be outward facing and develop children's intellectual curiosity, and develop children to appreciate and respect cultural diversity in society. We want all children to enjoy learning, feel happy and safe.

## **H.E.A.R.T.**

### **H – Helping children prepare for life, growing with God.**

We have created a curriculum that expands the knowledge and experiences of the children beyond the classroom, linking experiences with learning and **aspiration**. Throughout the year the educational visits provide a range of experiences to kindle the children's interests and passion in the subjects they are being taught. Our involvement with the LDST Children's university inspires and encourages our children to aim high.

Our personal, social and health education programme promotes children's individual, social and economic development, health, and mental well-being ensuring they become informed, active and responsible citizens. With the love of God, we prepare children to build self-confidence and self-esteem and a responsibility to care for themselves and others.

Extra curriculum activities are provided for an hour at the end of the day to further broaden children's experience such as our sports clubs, gardening club, cooking club and art/craft clubs. We have a breakfast and afterschool provision to provide care for working parents.



### **E – Embracing Christian Values.**

As a Church of England primary school, Christian values support all aspects of our teaching, learning and character development. We believe that in learning and embodying Christian values, we will shape all aspects of personal growth for all our children, which in turn create children who are confident, tolerant and respectful members of our community.

The curriculum integrates, with the Christian ethos of the school in collective worship, both with children and parents, through church visits which are held every half term and enhanced by the reverend's lead in worship on a weekly basis. We are also lucky to participate in "Open the Book" where church members share the teachings from the Bible through performance. Our ethos group promotes our Christian values and distinctiveness in school.

Within our curriculum we also have a Christian Value Passport for every child that inspires children to participate in experiences that promote awe and wonder and are a way to encourage our whole school community to share experiences linked to our Christian values and promote Glazebury C of E's Christian distinctiveness embedding further our core values of Love and Wisdom.

### **A - Achievement for all.**

At Glazebury CE Primary we believe passionately in an inclusive education for all, we have designed our curriculum that welcomes and supports **all** to learn. We foster a feeling of belonging for all children ensuring they know they are part of the Glazebury school family. We ensure that we meet the diverse needs of all children with a focus on equity and equality in all subjects through personalisation and listening to learners. We embrace a pedagogical approach including peer assessed learning and our marking and feedback policy creating a dialogue between children and teacher.

Assessment for children is both formative and summative with our Assessment for learning integrated with our marking and feedback. This provides an opportunity to recognise children's voice.

Children that have a special educational need or disability are supported and enabled through the curriculum expectations and our identification and delivery of individual education plans. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. No-one should be excluded. Every child has a right to inclusive education, including children with disabilities.



### **R - Reading at the heart of our school**

Reading is placed at the **heart** of our curriculum, the prominence of vocabulary and oracy will ensure that our children can express, think, and learn about the world. Expanding a children's knowledge of words provides unlimited access to new information and enhances their life chances.

Our curriculum ensures that vocabulary is recognised as vital to our children's growth and is directly related to school achievement. The size of a child's vocabulary in Early Years Foundation Stage can predict the ability to read. The use of 'Talk partners' across the school in all subjects develops children's, speaking and listening and links to enhancing their comprehension skills. We consider ourselves to be a "**Reading school**" From nursery we teach phonics through a systematic synthetic programme, with daily phonics instruction, as the children move up the school this is replaced with a structured spelling programme which compliments their reading ability.

We promote the love of reading in school through events such as world book day, recommendations, awarding free books for reading achievement, we even have a reading shed in our playground.

All year groups have adult led "Guided reading" sessions to teach reading skills and these are tailored to the children's reading ability through the book band system. Children have individual reading books and access to the library and have a reading journal sent home for parents and children to record reading activities in. Reading challenge initiatives are used as an incentive to children's reading practice. Reading volunteers are also welcomed into school to read with the children. Children **MUST** read a minimum of four times a week. Class novels are also read by their class teachers in a shared reading experience.

### **T - Teaching a knowledge rich curriculum.**

Our knowledge rich curriculum is carefully sequenced to inspire children and promote inclusive achievement and attainment for all.

The curriculum content has been identified by the Curriculum Lead and subject leaders in a clear manner, which ensures that children can build knowledge from year to year. As a mixed age school this is based on a two-year rolling programme. The sequenced knowledge in the curriculum provides the opportunity for children to progress, retain and revisit key concepts. From this embedding of knowledge, children at Glazebury will:

**Know more and remember more.**



## The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Glazebury Primary School, children may join our EYFS from their 2<sup>nd</sup> Birthday.

Our practice reflects the requirements of the Statutory Framework for the Early Years Foundation Stage and Birth to 5 Matters.

Within our EYFS we endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS April 2017)

The EYFS is based upon four principles that we incorporate in our practice:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning & Development

**We meet the needs of all our children through our curriculum to:**

- plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- use a wide range of teaching strategies based on children's learning needs.
- provide a wide range of opportunities to motivate and support children and to help them to learn effectively.
- provide a safe and supportive learning environment in which the contribution of all children is valued.
- use resources which reflect diversity and are free from discrimination and stereotypes
- plan challenging activities for children whose ability and understanding are in advance of their language and communication skills, and
- monitor children's progress and taking action to provide support as necessary.

## Implementation

The teachers of Glazebury are highly trained and skilled with the subject knowledge to benefit all the planning and delivery for the children at Glazebury to succeed.

Our curriculum is a two-year rolling programme carefully and clearly sequenced. This is underpinned by a wealth of high-quality resources. We have integrated and embraced a thematic approach for our foundation subjects and follow a sequence of learning as set out below:



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Flow diagram to show sequence of learning:



"Growing together at the heart of God's community"



Curriculum sequence for Foundation subjects: Science, Religious Education, History, Geography, Art, Design Technology, Music, Computing and Modern Foreign Language

### Big Picture

(Pupil voice, key vocabulary and learning objective in enquiry based questions form)



### Big Ideas Sheet

(Knowledge organiser with key facts, one for book and one for home)



### Mind Map

(for assessment of prior learning and acknowledging acquired knowledge at end of unit of work)



### Lesson Content



### Retention quiz

(to be introduced as 2/3 key questions from knowledge organiser and 2/3 questions added at each lesson for recap purposes and to embed sticky knowledge – multiple choice)



### Review knowledge gained

(Final retention quiz, layering of additional knowledge gained to mind map, ensuring all children's questions of topic are answered from Big Picture)



### Exit task

(Essay based question – taken from topic enquiry based heading)



### Topic feedback

(Child led assessment of learning objectives by pupil response ())) , pupil evaluation of topic via what went well and even better if)

Enrichment opportunities and visitors are carefully planned to deepen teaching and learning.



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## Impact of our curriculum

### The **HEART** of our Curriculum:

- H** – Children are prepared for life, growing with God.
- E** – Children have embraced Christian Values.
- A** – ALL children have achieved their potential
- R** – Children have experienced, gained skills, and enjoy  
Reading that is at the heart of our school
- T** – Children have been taught and gained  
understanding from a knowledge rich curriculum.

