



CURRICULUM IMPLEMENTATION

Teachers are knowledgeable about the content of the curriculum they are teaching and are supported to improve and develop this knowledge through continuing professional development. Staff attend regular consortium, local and national training, to ensure that our curriculum is in-line with current expectations and practice. We engage in a constant cycle of review and evaluation in order to ensure quality first teaching throughout all lessons and for all children. Subject leaders take an active role in providing colleagues with support for planning, resourcing, teaching and assessment.

In Nursery and Reception, the children's learning experiences and environment enable them to develop and achieve through play and investigation. All areas of learning outlined in the EYFS Statutory Framework (2025) are taught within our early years classes. The EYFS curriculum is planned so that the inside and outside classrooms are of equal importance. A cross-curricular approach is followed to support optimum progress in all aspects of the children's development. To ensure all learning opportunities are seized, 'planning in the moment' is practised.

From Year 1 onwards, we build upon the core principles and good practice of the EYFS and continue the topic-based approach. We follow the National Curriculum for English, Maths, Science, Computing, History, Geography, Art and Design, Design and Technology, Music and Languages. Objectives from the National Curriculum are covered through a topic-based approach. For Religious Education we follow the Manchester Diocese Syllabus (2023) with some additional content supported by the Blackburn Diocesan Board of Education resources. We have also developed a whole school PSHE, SRE and Health Education Policy which underpins our PSHE teaching.

We have a curriculum overview based on a two-year cycle which encourages cross-curricular work wherever possible. Every half term new learning is introduced through a key question within each subject. We ensure that children understand the unique contribution of individual subject areas through the use of subject knowledge organisers. The use of knowledge organisers also supports assessment of prior understanding and supports the planning of next steps in children's learning. Teachers offer opportunities for children to embed learning in their long term memory through revisiting and building on skills learned and applying them with increasing confidence.

Lessons incorporate a range of teaching and learning strategies. The outdoor environment and the local community are considered an opportunity for active learning for all our children. Our Forest School is used to support the curriculum and children have dedicated sessions within this space throughout the school year. We are continually developing our school grounds in order to enrich different curriculum areas, and outdoor learning is actively promoted. Additionally, visits to St George's Church (and other places of worship where appropriate) are utilised to support the school curriculum, particularly within the teaching of RE, and to strengthen our links with the church and the community there.

The highest possible standards of children's learning are promoted through clear Learning Challenges, effective and consistent recording, 'improving learning' activities and assessment. During lessons, teachers monitor children's understanding and address any misconceptions early to ensure that children keep pace with their peers. Summative assessment of children's progress is carried out termly and this is used to inform teachers' planning and additional support for children moving forwards.

'Never settle for less than your best'

Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

As well as our academic curriculum, we ensure learning is supported in many different ways, including but not limited to relevant educational visits and visitors, overnight residentials which take place from Y1 upwards, assemblies, charity days and exposing children to current affairs, particularly through the use of Picture News resources. A vast range of clubs and enrichment activities such as concerts, gardening, sport, music and dance events take place regularly both at our school and within the local community. These are a vital part of the children's development as lifelong learners that takes learning beyond school and ensures individual talents are nurtured and celebrated.

It is our intention, through the implementation of our curriculum, that children will be enabled to develop Spirituality. Therefore, we have developed a definition of what we believe Spirituality is:

'Spirituality is...an understanding of how beliefs, values and experiences shape the identity of individuals, their spiritual disciplines and connections with life.'

We believe that our approach to the implementation of our curriculum provides opportunities for spiritual development in several ways. These include but are not limited to:

- Providing opportunities for planned moments of reflection within the curriculum, for example through the use of questions to introduce topics, knowledge organisers and through revisiting key questions and enabling children to consider and discuss how their learning shapes their understanding of themselves and the world.
- Ensuring various opportunities to foster awe and wonder through the curriculum by carefully choosing topics that interest and inspire, including a focus where possible on the natural world and encouraging time outdoors and in Forest School.
- Developing spirituality through key curriculum areas such as opportunities to reflect on belief and meaning within RE, to explore emotions and moral dilemmas in English or to consider a sense of order and meaning through number and sequences in maths. More information for each subject can be found in the curriculum statements for individual subjects.
- Our commitment to the provision of enrichment and wider experiences, to enhance our curriculum further, both within and beyond the school day. Visits, visitors, special assemblies, residentials, clubs and other opportunities like these provide rich spiritual opportunities to enable children to explore other worldviews and cultures, to consider morality and service, to respond to possible current affairs with empathy and possible action and to explore and take on leadership roles that promote responsibility.
- Ensuring children are able to visit St George's Church (and other places of worship) to deepen their knowledge in relation to the RE curriculum and also as part of enrichment activities.
- Being committed to ensuring a safe, inclusive space for all children, enabling children to learn that theirs and others' voices are valued and that difference is respected, thus affirming a sense of identity and belonging.

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