Trinity St Mary's Church of England Primary School

Curriculum Policy

Autumn 2026

"Many Hearts Make A School"

We work together to teach and inspire our children so that they have the confidence to flourish in our community and in the world.
Like the wise man who built his house upon the rock (Matthew 7:24-25), we embrace our Christian values to build strong foundations for their future.

Aims

We aim to:

- Ignite a love of learning in all learners and nurture a growth mindset
- Encourage empowering partnerships between all learners in the school (learners and staff)
- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met
- Ensure all learners achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave fully prepared for the next stage of their education
- Facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally
- Provide opportunities for our learners to uncover and discover new knowledge and experiences through the curriculum, enabling them to flourish as confident, happy and mature individuals.
- Grow an ‘Inspirational Learning Community’ amongst both learners and adults through the way the curriculum is developed, enhanced and celebrated.

Curriculum

At Trinity St Mary's, our curriculum is ambitious for every pupil. It has been carefully designed to ensure that pupils build secure knowledge, develop subject-specific skills and make meaningful connections across their learning. Through a curriculum rooted in our Christian vision and enriched by a wide range of experiences, we aim to prepare pupils academically, socially, spiritually and culturally for the next stage of education and life beyond school.

Curriculum Design Principles

Ambitious for all learners.
Inclusive and adaptive.
Sequentially planned.
Knowledge-rich.
Vocabulary-rich.
Promotes long-term retention.
Builds cultural capital.
Reflects local, national and global contexts.
Supports pupils with SEND and disadvantaged pupils to achieve alongside peers.

SEND and inclusion

The curriculum is designed to be inclusive and accessible for all pupils. Teaching is adapted appropriately to enable pupils with SEND, disadvantaged pupils and those requiring additional support to access the full curriculum and achieve success. Teachers use adaptive teaching strategies while maintaining high expectations for all learners.

Christian Values and Vision

As part of the process of designing the curriculum for each half-term, staff consider how our school values can be incorporated into and lived out through the teaching and learning of our school vision.

National Curriculum

The curriculum provided for our learners covers the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- RE
- Languages (French) (from Year 2)
- PSHE

We recognise and promote the key importance of the core subjects and developing the learners' expertise in reading, writing, maths and science. This policy should be read in conjunction with our English, Maths, Science, RSE and PHSE, PE, and RE policies.

At Trinity St Mary's, we believe that foundation subjects are an essential part of a broad, balanced and ambitious curriculum. We aim to activate the learners' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum is designed to secure strong outcomes in the core subjects while preserving a broad and balanced educational experience. Academic achievement, personal development, wellbeing and enrichment are interwoven throughout the curriculum, ensuring that pupils develop both the knowledge they need to succeed and the wider skills and attributes required to flourish.

Each subject has clearly identified substantive and disciplinary knowledge, progression expectations and assessment opportunities to ensure pupils know more, remember more and can do more over time.

Spiritual, Moral, Social and Cultural

There are numerous opportunities for supporting the learners' SMSC development through all areas of the curriculum.

Spiritual development is promoted through RE sessions, Collective Worship and Collective Worship themes.

Moral development is promoted through class discussions about class and school rules, and Collective Worship themes such as “Choices” and “Wisdom”. There are also elements considered within PSHE themes, e.g. ‘Tolerance’.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, pupil voice, community events and Collective Worship themes.

Cultural development is fostered through opportunities to explore different countries, cultures and global issues, alongside the celebration of the diverse languages, cultures and identities represented within our school community and the wider world. This is further strengthened through recurring PSHE themes, including Valuing Differences, Rights and Responsibilities, and Keeping Myself Safe, which promote understanding, respect and appreciation of diversity.

Enrichment

The school enhances foundation subject learning through:

Educational visits.
Visitors and workshops.
Sporting events and competitions.
Music performances.
Community projects.
Pupil leadership opportunities.
Participation in local and national initiatives.

Roles and responsibilities

Curriculum Leads are responsible for overseeing the quality and effectiveness of their curriculum areas. They work in partnership to plan, monitor and evaluate provision, ensure progression across the curriculum, and provide leaders and governors with a clear understanding of strengths, priorities and future development across the school.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews, and that learning becomes increasingly more challenging across the school through the Subject Knowledge Skills Progression Maps. Subject Leaders maintain an overview of standards within their subject.

Teachers have the final responsibility to produce class specific, medium and short term planning for their learners. They also have responsibility for the standards their learners achieve, the progress they make and the evidence of this learning within each subject area. Teachers seek guidance from Subject Leaders where appropriate and ensure that all provision is effective, inclusive and promotes strong pupil outcomes.

Assessment

Assessment is integral to curriculum implementation. Teachers use formative assessment strategies to identify pupils' understanding, inform future teaching and provide appropriate support or challenge. Summative assessment information is used to evaluate attainment, progress and curriculum effectiveness.

Monitoring and evaluating

The Headteacher holds overall responsibility for ensuring the quality of provision for all learners and for securing strong outcomes in attainment and progress. Monitoring and evaluation activities will be carried out in partnership with the Curriculum Leader and will form part of the school's wider quality assurance cycle. These activities will be aligned with Strategic Development Plan priorities, inform school improvement actions, and support the professional development and performance management of teaching staff. Findings from monitoring will be used to identify strengths, address areas for development, and evaluate the impact of curriculum implementation on pupil outcomes.

The Headteacher and Curriculum Leads will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Governors monitor the effectiveness of the curriculum through reports, school visits, discussions with leaders and consideration of pupil outcomes. They provide support and challenge to ensure the curriculum remains ambitious and effective.

Subject Leaders will monitor and evaluate the planning and standards achieved by learners in their subject. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews.

At Trinity St Mary's, foundation subjects are an integral part of our ambitious curriculum. We are committed to ensuring that every pupil develops secure knowledge, strong subject-specific skills and a curiosity about the world around them. Through a carefully sequenced and inclusive curriculum, enriched by meaningful experiences and opportunities, pupils are supported to become confident, reflective and responsible learners. By fostering creativity, cultural understanding and a love of learning, we prepare our pupils not only for the next stage of their education but also for life beyond the classroom.

The impact of the curriculum is evidenced through pupils' attainment, progress, work in books, discussions with pupils, classroom observations and wider participation in enrichment opportunities. Pupils leave Trinity St Mary's with secure knowledge, positive attitudes to learning and readiness for their next stage of education.

Approved By:

Review date: