

Curriculum Policy - KS1

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Authorised by: Mary Fysh; Principal, Sarah Tapp; Head

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Rationale

All children have a right to a broad, balanced and relevant education, which provides continuity and progression and takes individual needs and differences into account. Work in school should be designed to meet the requirements of the National Curriculum. The school seeks to provide a broad and interesting curriculum to hold children's attention in addition to providing them with the 'tools' to further their learning throughout their lives.

The School's Responsibilities

The School has a responsibility to deliver the curriculum to all its children. In particular, we aim to provide full-time supervised education for pupils of compulsory school age (constructed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social physical and aesthetic and creative education.

The School will help children develop their values in respect of different cultures, faiths and religions in the context of actively promoting fundamental British values.

The school will ensure that the following aims are achieved:

- We will provide subject matter appropriate for the ages, genders and aptitudes of pupils, including those pupils with a statement of Special Educational Needs (SEN) and/or an Education and Health Care Plan (EHCP).
- To cater for the needs of individual children of all genders from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- We will provide personal, social and health education which reflects the school's aim and ethos.
- We will provide spiritual, moral, social, and cultural (**SMSC**) development for each child, as part of the overarching umbrella that encompasses personal development across the whole curriculum.
- To structure our curriculum to ensure that all pupils acquire speaking, listening, literacy and numeracy skills.
- Our school strives to give pupils the opportunity to learn and make progress.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally, and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression. To this end we will ensure lessons are suitably differentiated and schemes of work are constantly reviewed to ensure they match learning needs and facilitate systematic progression.
- Ensure that there is a match between the child and the tasks he/she is asked to perform. Provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.
- Enable staff to attend regular courses to further their skills and knowledge of curriculum development. These are provided by the IAPS and other organisations.
- To facilitate the staff to engage in online training through accessing the Educare Online Training resources.

It should be noted that this policy, plans or curriculum are designed so that they do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This aspect is also totally pertinent to the school's EYFS policy.

Desirable outcomes

Children should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team.
- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- be happy, cheerful, and well balanced.
- be enthusiastic and eager to give their best and persevere in all areas of the curriculum.
- begin acquiring a set of moral values, e.g., honesty, sincerity, personal responsibility; on which to base their own behaviour.
- be expected to behave in a studious and appropriate manner and learn to become responsible for their actions.
- care for and take pride in their school.
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased and non-judgemental way.
- be developing non-sexist and non-racist attitudes.
- be working towards knowing how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- be developing an enquiring mind and scientific approach to problems.
- be working towards listening and reading for a variety of purposes.
- be able to communicate their meaning accurately and appropriately through speech and the written word for a variety of purposes.
- have opportunities to solve problems using technological skills.
- be capable of communicating their knowledge and feelings through a variety of art forms including art/craft, music, dance, and drama and be continually acquiring appropriate techniques which will enable them to develop their own individuality and creativity.
- know about geographical, historical, and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- have some knowledge of the beliefs of the major world religions. Be developing agility, physical coordination, and confidence in and through movement.
- know how to apply the basic principles of health, hygiene, and safety.

KS1 Subject Teachers Responsibilities

The roles and responsibilities of the KS1 subject teachers are given as follows:

- To prepare and deliver dynamic and stimulating lessons based on the effective implementation of the curriculum and use of schemes of work pertinent to the subjects being taught.
- To budget for and organise the purchase of teaching resources and maintain them.
- To support and facilitate the development of children with learning difficulties and extend children who need to be stretched academically.
- To attend and if need be, assist in-service training.
- To keep up-to-date with the subject area, by attending courses.
- To access online training through the Educare Training Courses.

- To regularly mark and assess the children's work in ways that enable children to understand what is required of them and how they can continuously develop their understanding and learning.
 - To give feedback, (whether written or verbal) on how a child is progressing or might improve.
 - To regularly display the children's work and to celebrate success and achievement.
 - To advise the Principal/Head of action required (e.g., resources, standards etc.).
 - To encourage ways of involving parents in their children's learning.
 - To promote and organise, where appropriate, trips to enhance learning.
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- [KS1 Subject areas](#)

This Policy is to be read in conjunction with the Policies for the KS1 individual subject areas as follows:

- Mathematics
- Literacy
- Handwriting
- Guided Reading
- Science
- Geography
- History
- PSHE (including RSE)
- Religious Education
- Art
- ICT
- Verbal and non verbal reasoning
- Music
- Physical Education
- French
- Dance
- Instrumental Lessons in violin and cello.

[Review](#)

The above set of aims will be reviewed at regular intervals in light of the schools commitment to quality evaluation through peer review, internal lesson observation processes and the use of attainment/achievement data.