



Curriculum Policy

This policy applies to Steephill School, including the EYFS setting.

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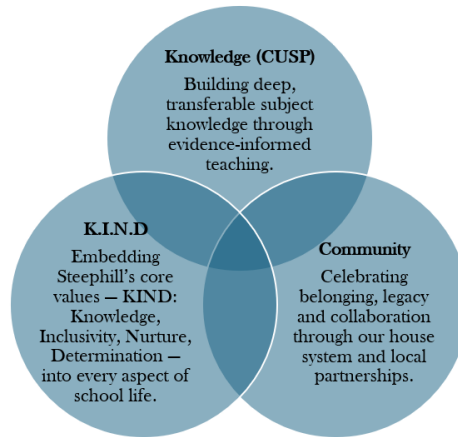
Reviewed and approved by Full Governing body: September 2025

Next review due: September 2026

Policy statement

At Steephill School, we believe that an outstanding curriculum is the backbone of every pupil's journey to becoming a confident, compassionate and capable learner. Our curriculum is shaped by our core values, which empower pupils to be: Knowledgeable, Inclusive, Nurturing and Determined (K.I.N.D) and is designed to ensure every child thrives academically, socially, and emotionally.

Vision



Curriculum Vision (intent)

Learning at Steephill is not delivered to pupils—it's built with them, reflecting who they are and who they're becoming. Underpinned by the C USP curriculum's knowledge-rich framework and Rosenshine's Principles of Instruction, our holistic approach in smaller class sizes ensures personalised attention, deeper relationships and thriving learners.

We draw on our immediate setting - our extensive school grounds, wildlife areas and Forest School patches - to foster curiosity, confidence and care. Our close relationship with The Church of Saint Mary Fawkhams, including shared celebrations such as carol services, deepens pupils' sense of belonging and spiritual awareness. We also collaborate with nearby organisations including the village library, sports clubs and art centres to enrich learning and strengthen community ties.

We empower our learners to:

- Be knowledgeable: "We love learning new things, remain curious and always ask questions."

We sequence C USP modules around local heritage and outdoor learning days, model new concepts explicitly and nurture curiosity through Forest School.

- Be inclusive: "We are kind to everyone and make sure everyone feels welcomed and included."

We live democracy via a pupil council, eco council, themed assemblies co-led by faith and cultural groups and champion mutual respect and tolerance.

- Be nurturing: "We help and care for each other, making our school a happy and safe place."

Our pastoral mentoring, SEND adaptations, family-learning events and smaller classes foster a happy, safe environment where every voice is heard.

- Be determined: “We keep going, even when things are tricky, because we know we can achieve great things.”

Through Rosenshine’s guided practice, enrichment competitions (Spelling Bee, Maths Challenge) and aspirational targets in reading, attendance and attainment, pupils learn to persevere.

Our House system—Bignold, Ford and Francis—extends this vision into the community. Each House leads termly action aligned to a UN Sustainable Development Goal, from tree planting for climate action to supporting local food banks and wellbeing charities to support the no poverty agenda. Through fundraising, creative projects and pupil-led initiatives, children build empathy, leadership and real-world impact.

Rooted in the five British Values, our curriculum vision prepares children for academic success, personal growth and active, responsible citizenship beyond the classroom.

Curriculum Aims

We aim:

- To equip pupils with the knowledge and cultural capital they need to succeed in life.
- For all children to become 21st century learners through acquiring key character skills.
- To provide a broad and balanced education for all pupils that is coherently planned and sequenced towards embedding skills, knowledge and key concepts into long-term memory and applying these in relevant situations.
- To prioritise reading and oracy teaching, providing verbal communication skills students need to succeed in life.
- To expose pupils to a wide, diverse range of narratives.
- To use technology as a tool to enhance learning.
- To support pupils’ spiritual, moral, social and cultural development.
- To support pupils’ physical development and responsibility for their own health and enable them to be active.
- To ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

Roles and Responsibilities

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.

- The school is teaching a "broad and balanced curriculum" which includes English, maths, science and religious education.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

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.
- 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 to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Curriculum leader and subject leaders

It is the role of each subject leader to keep up to date with developments in the curriculum and their subject area, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Refer to the subject leader policy for further subject leader guidance.

The curriculum leader has responsibility for the day-to-day organisation of the curriculum and should also keep up to date with curriculum developments at both a national and local level. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.

The curriculum lead will provide guidance on the implementation of the curriculum policy and work alongside all stakeholders to make necessary amendments and updates. The curriculum lead will continually monitor the impact of the curriculum and make developments based on the most up-to-date research and evidence based best practice.

Teaching staff

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

Organisation and Planning

To ensure coherence, progression and engagement, Steephill’s curriculum is structured around signature events, modelled timetables, mapped long-term and medium-term plans and clear subject overviews.

Curriculum Events

- **Enrichment Week** (Beginning of each term): themed topic i.e. Oceans. Each theme is linked to one of the UN’s sustainable development goals.
- **House Events:** Each house leader sets up events linked to supporting a local charity throughout each term.
- **Science Week** (Spring Term): Hands-on investigations, Forest School STEM challenges and the annual Young Scientists Showcase.
- **CUSP Art Festival** (Spring Term): Intensive practice of key skills, exhibition planning and collaborative murals tied to global perspectives.
- **Forest School Days** (Termly): Whole-class outdoor lessons that reinforce CUSP science and PSHE objectives. Forest school sessions also focus on essential skills for children to engage with nature respectfully.
- **Termly Showcases:** Pupils present learning outcomes—projects, performances or exhibitions—to parents and local partners through community showcases and class assemblies.
- **Visitors, local trips and community projects** linked to a UN goal, school values and our CUSP units take place termly.
- **CUSP Festivals** – money matters, spoken word, art and food – are delivered and reinforce topical priorities in education

Example Timetable

Turing Class 6												
	8:45 Regis- tration 8:50- 9:05	9:05 – 9:50	9:50 – 10:20	10:20 -10:35	10:35 -10:50	10:50 – 12:00	12:00 -1:00	1:00 - 1:30	1:30 -2:00	2:00-2:30	2:30-3:00	3:00-3:45
Monday	Spelling/E MW		Science			Maths		Writing		Reading		RE
Tuesday	Hand writing/ EM W	Writing	Reading		Ass em- bly	Maths		PE		Music		Spelli- ng test/S tory
Wednesday	Spelli- ng/E MW	MFL (LF/CM)	Instrumental (BE/		Break	Maths	Lun- ch	Writing (HM)		Play leaders (JS)		Games (JS)
Thursday	Spelli- ng/E MW	Writing	Reading			Maths		History/Geography				Art/DT
Friday		Reading 8:50-9:20	Writing 9:20-10:05		Celebration assembly 10:05-10:35	Maths		Science		Computing		PSHE

Long-term plans

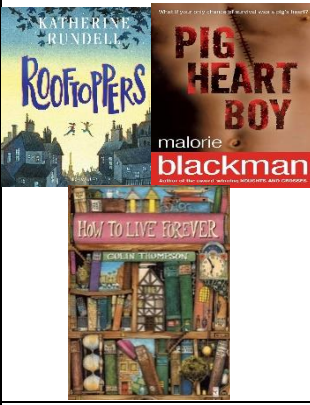
At the start of each term, teachers collaboratively map:

1. School value and House goal focus
2. Significant events
3. Subject focus
4. Key texts and cross-curricular links
5. Assessments

These termly overviews ensure balanced coverage of core and foundation subjects.

Example:

Year 6 Long-Term Curriculum Overview – Autumn Term

School Value: Knowledgeable			
Developing deep understanding through enquiry, reflection and purposeful learning			
House & Goal: Ford			
Goal 13: Climate Action			
Significant events			
11+ Kent test, Harvest festival (scarecrows), Y6 Macmillan bake sale, Forest school, CUSP money matters festival PIXL assessment week WB 6.10.25: KS2 SATS 2022 papers			
Subject	Focus	Cross-curricular link	Global link
Reading (CUSP) 	<ul style="list-style-type: none"> • Summarising and understanding key themes • Predicting and authorial intent • Comparing and a personal response • Summarising and a personal response • Comparing and authorial intent 		
English (CUSP)	<u>Block A</u> <ul style="list-style-type: none"> • Autobiography • Discursive writing and speeches • First person stories with a moral • Poems that create images and explore vocabulary • News reports • Explanatory texts • Shakespeare's sonnets 	Science – explanatory texts	Discursive speech – seasonal fruit and vegetables
Maths (WRM)	<ul style="list-style-type: none"> • Place Value • Addition, subtraction, multiplication & division • Fractions A • Fractions B 	Money matters workshop (budgeting)	

	<ul style="list-style-type: none"> • Converting units (measurement) 		
Science (CUSP)	<ul style="list-style-type: none"> • Electricity • Animals including humans 	Reading – Pig heart boy – circulatory system	Sustainability (climate action)
Forest school (Steephill school scheme)	<ul style="list-style-type: none"> • Using tools • Direction 	Navigation/using maps - geography	Respect for the environment
History (CUSP)	WWII - How did conflict change our locality in World War 2?	Map reading - geography	
Spanish (CUSP)	<ul style="list-style-type: none"> • Revising greetings • Introducing yourself in the Spanish alphabet • Places in towns, ordinal numbers, prepositions, directions • Christmas in Spain and Mandarin 		
RE (Twinkl)	<ul style="list-style-type: none"> • Humanism • Creation stories 		
Art & DT (CUSP)	<ul style="list-style-type: none"> • Drawing block A • 3D Art block A 		
Computing (CUSP)	<ul style="list-style-type: none"> • Computer networks • Coding – animated stories – Scratch • Project evolve – online safety 		
Geography (CUSP)	Physical processes – earthquakes, mountains and volcanoes		
Music (CUSP)	<p>Singing</p> <ul style="list-style-type: none"> • Singing focus: Musical stories 2 Block A • Cultural and social – lyrics Block A <p>Untuned percussion</p> <ul style="list-style-type: none"> • Untuned focus: Music technology 2 Block B <p>Alter tempo and rhythm to create effects Block B</p>	History – WWII – Flanders Field poetry	
PSHE (PSHE Association)	<p>Relationships</p> <ul style="list-style-type: none"> • Families and friendships • Safe relationships • Respecting ourselves and others 	Computing project evolve – online identity	
PE (Twinkl)	<ul style="list-style-type: none"> • Games: football and hockey • PE: Gymnastics 		

Subject Overviews

Each subject is supported by a progression map, knowledge organisers and subject-specific monitoring tools, ensuring coherence, challenge and personalised support throughout the school.

- **English:** CUSP reading and writing units, progressive genre study, daily vocabulary & oracy lessons.
- **Mathematics:** White Rose mastery curriculum, CPA approach, weekly problem-solving challenges.
- **Science:** CUSP concept-based units, enquiry-led investigations, termly Forest School applications.
- **History & Geography:** Two-year spiral of global perspectives, discipline-specific enquiry questions and fieldwork links.
- **PSHE & RE:** PSHE Association modules, British Values exploration, worship and restorative circles.
- **Art, DT & Music:** Delivered through CUSP, with sequenced units that build disciplinary knowledge and creative fluency. Art Week provides opportunities for extended practice and whole-school exhibition.
- **PE & Sport:** Delivered by an external provider, with a focus on physical literacy, teamwork and leadership. Includes termly sports events and playground ambassador roles.
- **RE:** Twinkl scheme underpins RE, ensuring coverage of statutory guidance, inclusive values and reflective practice.
- **Computing:** Twinkl computing curriculum supports progression in digital literacy, coding and online safety, with cross-curricular applications.
- **PSHE:** Delivered through the PSHE Association's thematic programme, ensuring statutory coverage across health, relationships and living in the wider world. Lessons are sequenced to build emotional literacy, resilience and decision-making, with links to British Values, safeguarding and pupil voice. Circle time, restorative practices and enrichment events (e.g. Anti-Bullying Week, Parliament Week) deepen engagement and contextualise learning.

Medium-term plans

Medium-term plans are a core component of Steephill's curriculum architecture. They provide a structured, sequenced overview of teaching and learning across each term, ensuring coherence, progression and alignment with school priorities.

All medium-term plans must:

- Reflect curriculum intent by outlining learning objective or learning questions
- Sequence learning logically to support retrieval, mastery and inclusive access
- Embed assessment opportunities including formative checkpoints and summative outcomes
- Highlight enrichment links such as trips, visitors, Forest School and showcase events
- Include subject-specific vocabulary and disciplinary approaches to deepen understanding

- Be monitored termly by subject leaders and SLT to inform CPD, resourcing and curriculum development

Medium-term plans are working documents that guide teaching while allowing flexibility for professional judgement and pupil need. They underpin long-term planning and inform short-term delivery, ensuring every pupil receives a rich, purposeful and ambitious curriculum.

Example:

Term 1 W/B	2 September	8 (11+ 11 th Sept)	15	22	29	6 Oct	13 Flexible Block	23	3 Nov	10	17	24	1 Dec	8
Science	Strong start Recognising and controlling variables in a fair test	Reference lesson What is static electricity and what causes it?	Lesson 1: What is electricity and how does it work?	Lesson 2: What are the components of a circuit?	Lesson 3: Effects and consequences of changing components in a circuit.	Consolidation	Writing focus: Explanation piece (double page spread)		Lesson 4: What is blood made of and why do we need it?	Lesson 5: Why do our bodies need nutrients?	Lesson 6: What is our circulatory system?	Lesson 7: Who influenced what we know about our circulatory system?	Lesson 8: What can we do to keep healthy?	Lesson 9: Present and explain what we know about the circulatory system, nutrients and keeping healthy.
Geography	Reference lesson		Lesson 1: What makes up the layers of planet Earth?		Lesson 2: What are tectonic plates and where do you find them?		Lesson 3: How do tectonic plates move and how do they meet?			Lesson 4: What causes an earthquake and what's the effect?		Lesson 5: How are mountains formed?		Lesson 6: How do volcanoes work?
History		Strong start Chronology		Reference lesson		Lesson 1: Why were and America at war against Germany, Japan and Italy?			Lesson 2: Why was East Anglia described as mini-America?		Lesson 4: Where were the air bases in our locality?		Lesson 5: Why were the airbases important to the war effort?	
Computing	Who was Alan Turing and what was his contribution to technology?		Safety		Everyone Can Create: Special Effects in iMovie		Everyone Can Create: Special Effects in iMovie		Everyone Can Code: Functions with Parameters and Logical Operators		Everyone Can Code: Functions with Parameters and Logical Operators		Coding consolidation	



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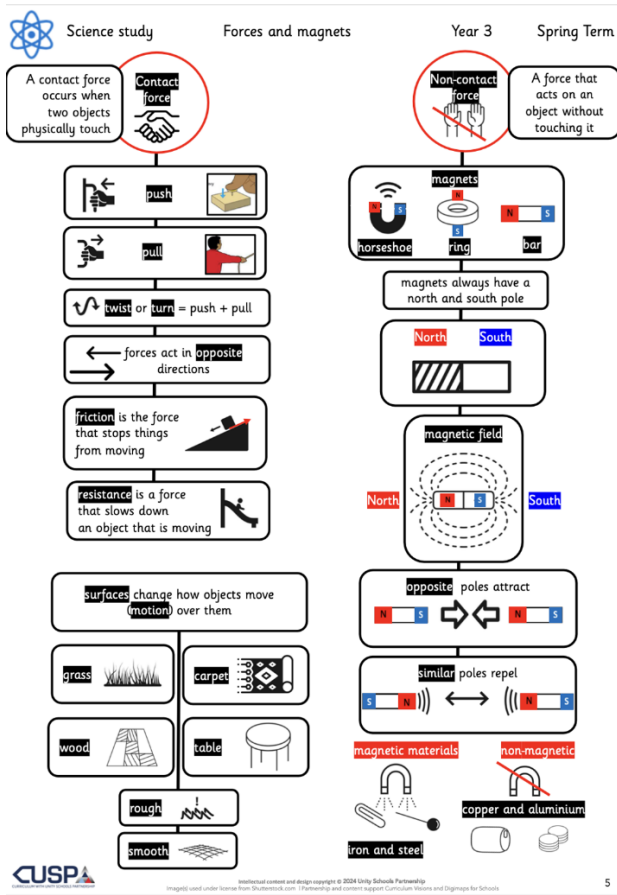
Knowledge Organisers

Knowledge organisers are used selectively across year groups to support curriculum clarity, retrieval practice and independent learning. Where appropriate, they provide pupils with a concise summary of key concepts, vocabulary and disciplinary knowledge for a given unit.

At Steephill, knowledge organisers are:

- Used when relevant, particularly in KS2, to reinforce core content and support metacognitive strategies
- Designed for accessibility, with clear visuals, definitions and adaptations for SEND learners
- Aligned to curriculum sources (e.g. CUSP, White Rose, Twinkl) to ensure consistency and fidelity
- Used to support retrieval, through quizzing, recap routines and pupil-led review
- Shared with families, where appropriate, to strengthen home-school learning partnerships
- Reviewed termly by subject leaders to ensure accuracy, coherence and impact
- While not required for every unit or year group, knowledge organisers are a valuable tool for deepening understanding and supporting long-term retention when used purposefully.

Example:



Assemblies

Our assemblies link to the essential components of our curriculum: our values K.I.N.D, our house system and the knowledge sustained through CUSP.

Monday	Tuesday	Wednesday	Thursday	Friday
Values assembly	House meetings School council and eco council meetings	Singing	CUSP	Celebration assembly

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 about support for pupils with EAL can be found in the EAL policy.

Policy review and availability

This policy is reviewed annually by the Head and Governors.

A copy is available on the school's website and in hard copy upon request.

Linked policies

Teaching and Learning policy

Subject Leader policy

EAL policy