



Cupernham
Junior School

CURRICULUM POLICY

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This policy was updated in March 2026 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

1. AIMS

At Cupernham Junior School, our curriculum is rooted in the belief that strong, positive relationships are the foundation of all learning. We nurture a community where relationships are our roots—a place where every child feels known, valued and supported. Through these relationships, we embrace the responsibility to learn and grow together, fostering an environment where every child is encouraged to flourish academically, socially and emotionally.

Our curriculum aims to develop kind, resilient and aspirational learners. We intentionally create opportunities to sow the seeds of kindness, helping children understand the impact of their actions on themselves and others. We want learning to be joyful and meaningful, ensuring that joy blossoms in ourselves and in others through shared achievements, curiosity and discovery. At the same time, we empower children to strive for excellence, guiding them to reach to the high branches of aspiration, where their ambitions are nurtured and celebrated.

Alongside our core values, our curriculum is driven by our five Cupernham Cs, which shape the learning culture of our school and help develop children as lifelong learners:

- **Curiosity** – We cultivate inquisitive learners who seek to understand more about the world and actively pursue knowledge.
- **Creativity** – We encourage children to think imaginatively, solve problems and express themselves in diverse ways, appreciating that creativity enhances understanding across the curriculum.
- **Courage** – We support children in taking risks in their learning, developing resilience, perseverance and determination in the face of challenge.
- **Collaboration** – We teach the importance of working respectfully and effectively with others so that all can succeed.
- **Commitment** – We help children recognise that meaningful achievement requires effort, motivation and sustained focus.

Through these values, our curriculum is designed to ensure that all children achieve well across a broad, ambitious and enriching range of opportunities. We aim to equip pupils with the knowledge, skills and personal attributes they need to be effective, independent learners with a strong work ethic. We prioritise the development of social skills, learning behaviours and positive attitudes that help pupils thrive both now and in the future.

We ensure that the curriculum:

- Is broad, balanced and reflective of our school’s vision and values, supporting children to grow as whole individuals.
- Provides clear progression in knowledge, skills and understanding across all subject areas.
- Develops effective learning dispositions, explicitly taught and reinforced through our learning values.
- Promotes personal and social development, enabling children to make reasoned decisions, maintain healthy relationships and keep themselves safe.
- Is accessible to all, meeting the diverse needs of every child, including those with SEND, higher prior attainment and those learning English as an additional language.

We enrich learning through meaningful subject connections, trips, visitors, themed learning opportunities and enrichment weeks, ensuring that children experience a curriculum that is memorable, inspiring and deeply engaging. We aspire for every child to leave Cupernham Junior School with the confidence, knowledge and character to embrace the next stage of their education—and their future—with optimism and ambition.

2. LEGISLATION AND GUIDANCE

This policy complies with statutory requirements set out in the:

- National Curriculum programmes of study (Key Stage 2)
- SEND Code of Practice 2014
- Equality Act 2010
- Maintained Schools Governance Guide

It also reflects non-statutory guidance relating to:

- Spiritual, Moral, Social and Cultural Development (SMSC)
- British Values
- Relationships Education and Health Education (RSHE)

This policy should be read alongside the Assessment Policy, SEN Policy and Information Report, Equality Objectives and other relevant school policies.

3. ROLES AND RESPONSIBILITIES

3.1 Governing Body

The governing body will:

- Monitor the effectiveness of the curriculum and hold the headteacher to account
- Ensure curriculum breadth, balance and statutory compliance
- Ensure provision meets the needs of all learners, including pupils with SEND, EAL, higher attainment, or those disadvantaged
- Participate in strategic decision-making around curriculum priorities

3.2 Headteacher

The Headteacher will:

- Ensure all statutory elements of the curriculum are taught
- Secure an ambitious, coherent curriculum that reflects the school's vision and values
- Ensure curriculum time and resources are appropriate and adequate
- Monitor the quality of curriculum delivery and standards across subjects
- Ensure staff receive relevant training and professional development

3.3 Subject and Curriculum Leaders

Subject leaders will:

- Ensure clear progression of knowledge, skills and vocabulary within their subjects
- Monitor teaching, planning, outcomes and learning behaviour
- Support colleagues through guidance, resources and subject expertise
- Evaluate their subject's effectiveness and contribute to whole-school improvement

3.4 Teachers

Teachers will:

- Deliver high-quality lessons aligned with the curriculum intent
- Use assessment effectively to plan for progress and adapt teaching
- Promote learning behaviours through Building Learning Power
- Create inclusive, purposeful and engaging learning opportunities
- Maintain high expectations for all pupils

4. ORGANISATION AND PLANNING

Our curriculum is structured to provide:

- A broad and balanced education across all National Curriculum subjects
- A clearly sequenced progression of knowledge and skills
- Opportunities for creativity, independence and enquiry
- Regular revisiting of prior learning to secure long-term retention
- Meaningful enrichment such as trips, visitors, themed weeks and outdoor learning

The curriculum is:

- Ambitious – Equality of opportunity and high expectations for all
- Knowledge-rich – Key concepts taught progressively and coherently
- Skills-focused – Development of disciplinary and transferable skills
- Connected – Appropriate cross-curricular links enhance learning
- Locally relevant – Reflecting the culture, history and context of our community
- Inclusive – Adapted to ensure every child can access and succeed

Subjects are taught discretely to support strong disciplinary knowledge. Links between subjects are made where they deepen understanding and reinforce key ideas. These learning dispositions strengthen pupils' independence and confidence as learners across all subjects.

Our curriculum promotes:

- Spiritual and moral reflection
- Social responsibility and teamwork
- Cultural understanding
- Respectful attitudes and empathy
- British values: democracy, rule of law, individual liberty, respect and tolerance

RSHE is taught in line with statutory guidance, supporting pupils' wellbeing, safety and personal development.

5. Inclusion

Cupernham Junior School is firmly committed to providing an inclusive, nurturing and stimulating learning environment in which all pupils are valued and able to thrive, regardless of their:

- Special educational needs
- Disability
- Linguistic background
- Ethnic background
- Gender

- Prior attainment

We believe that all children are entitled to a broad, balanced and ambitious curriculum, and that effective inclusion is achieved through high-quality, adaptive teaching and strong relationships. As outlined in our SEND Policy, all teachers are teachers of children with special educational needs, and inclusion is understood as a whole-school responsibility supported by our Inclusion Support Team.

Early Identification and Assessment

Inclusion begins with early identification of strengths and barriers. Teachers carry out regular assessment and monitor progress closely, working through an “assess–plan–do–review” cycle to ensure that pupils’ needs are understood and met. Identification may arise through teacher observation, transition information, parental concerns, assessment outcomes or advice from external professionals. Where further support is required, teachers work collaboratively with the SENCo and Inclusion Leader to determine the most appropriate next steps.

Access to the Curriculum

We aim for all pupils, including those with SEND and those learning English as an additional language (EAL), to access the full curriculum wherever possible. Teaching and learning are adapted to remove barriers and promote independence. Adaptations may include:

- Scaffolded learning tasks and structured frameworks
- Pre-teaching of key vocabulary and concepts
- Adaptive and responsive teaching strategies
- Targeted interventions in identified areas of need
- Personalised resources or assistive technologies
- Visual supports and carefully structured classroom routines

Personalised Learning Plans (PLPs), pupil profiles and small-step targets are used for pupils receiving SEND Support. These are reviewed regularly with parents to ensure progress is clear and provision remains purposeful. Where necessary, advice from external agencies—such as Speech and Language Therapy, Educational Psychology, Occupational Therapy or Primary Behaviour Support—is incorporated into planning and provision.

Meeting a Range of Needs

Our school provides for pupils with needs across the four broad areas defined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning, including moderate and specific learning difficulties
- Social, Emotional and Mental Health (SEMH) needs
- Physical and Sensory needs, including hearing or visual impairments, motor difficulties and medical conditions

Provision is tailored to the individual and may include small-group support, 1:1 sessions, access to a safe or quiet space, social-skills work, assistive technology, or specialist equipment. Pupils with Education, Health and Care Plans (EHCPs) receive provision as outlined within their statutory documentation.

Pastoral and Emotional Support

Inclusion extends beyond academic access. The wellbeing, confidence and self-esteem of every child are central to our practice. Our Inclusion Support Team includes the SENCo, Inclusion Leader, Emotional Literacy Support Assistant (ELSA) and Family Support Coordinator. They work with staff, pupils and families to ensure pupils feel safe, supported and ready to learn. Interventions such as emotional literacy support, structured social-skills groups, individual behaviour plans and family liaison may be offered where appropriate.

Partnership with Parents and Pupil Voice

We recognise the vital role parents play in their child's development. We operate an open-door approach and provide regular opportunities for discussion, review and planning. Pupils are encouraged to share their views, take part in their target-setting and contribute to decisions about their own support. Their insight is valued and forms an important part of our inclusive culture.

High Attainers and Challenge

Inclusion also means ensuring that pupils with higher attainment or those working at greater depth continue to be challenged. Teachers plan opportunities for deeper thinking, problem-solving, application and extension, ensuring that all pupils experience stretch, success and aspiration.

Access to Wider Opportunities

We are committed to ensuring that every pupil can participate fully in the wider life of the school, including trips, clubs, performances and enrichment activities. Reasonable adjustments are made and additional support is provided as needed to ensure equal access for all. Risk assessments and personalised planning help ensure inclusion is safe, meaningful and successful.

Equality and Accessibility

Our approach to inclusion aligns with the Equality Act 2010 and the Public Sector Equality Duty. We work to remove barriers—physical, curricular and social—that may disadvantage any pupil. The environment is reviewed regularly to ensure accessibility, and adaptations to classrooms, resources or routines are made where required.

Further Information

More detail about our inclusive practices, statutory responsibilities and graduated approach to SEND support can be found in the **SEND Policy**, the **SEND Information Report** and the **Equality Information and Objectives**, all available on the school website.

6. Monitoring Arrangements

Monitoring of the curriculum includes:

- Curriculum reviews
- Subject leader monitoring
- Pupil voice activities
- Learning walks
- Book and planning scrutinies
- Data analysis
- Governor visits

Subject leaders monitor the quality, progression and effectiveness of their subjects, ensuring consistency and high standards.

This policy will be reviewed annually by the curriculum and standards governor committee and approved by the full governing body.

7. Links with Other Policies

This Curriculum Policy should be read in conjunction with the following policies:

- Assessment Policy
- SEN Policy and Information Report
- Equality Information and Objectives
- RSHE Policy
- Pupil Premium Strategy