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	Purpose: To set out the school's curriculum aims, the curriculum structure and organisation, how the curriculum is planned, monitored and reviewed and roles and responsibilities for curriculum development and delivery.

Chair of Governing Body signature:

CFS Curriculum Policy 2025/26

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CFS CURRICULUM POLICY

1. Curriculum Aims

The curriculum provides a coherent, well-sequenced and broad education that enables pupils to acquire the knowledge, skills and cultural capital needed to flourish academically, socially, spiritually and personally. It is ambitious for all and designed to support progression from the early years of schooling through to higher study, training and adult life.

The school provides pupils with a broad, balanced and relevant curriculum that gives them access to knowledge and skills in the fields of language, literature, mathematics, science, technology, history, geography, religion, ethics, relationships, citizenship (understood as civic formation and participation), the creative and performing arts, and sports and physical development. The curriculum is designed and planned for progression through sequenced learning that secures continuity and development between key stages, enabling pupils to build cumulatively on prior knowledge and deepen understanding over time. Relevant cross-curricular links are made so that pupils explore themes in a multi-disciplinary way and make meaningful connections across subjects.

Strong foundations in literacy and numeracy are prioritised as gateways to the wider curriculum and to future success. The curriculum cultivates curiosity, intellectual resilience, independence and a sustained desire to learn. It equips pupils to think critically, act wisely and communicate effectively, drawing on a shared Christian worldview grounded in God's Big Story (Creation, Fall, Redemption, Restoration), which frames learning with purpose and direction. It supports the formation of character, moral discernment and personal responsibility, and encourages pupils to contribute positively within their families, communities and the wider world.

The curriculum prepares pupils for the opportunities, responsibilities and experiences of life in British society, upholding the value of democracy, individual liberty, the rule of law and the importance of mutual respect for those with different faiths and beliefs. It promotes spiritual, moral, social and cultural development and supports pupils to appreciate diversity and difference in accordance with the Equality Act 2010. It ensures inclusive access to learning for all pupils, including those with additional needs or disabilities and those requiring adapted pathways. Careers education is accurate, impartial and up to date, fostering aspiration and enabling informed choices about future study, training and employment. By integrating knowledge with purpose, ethics and responsibility, the curriculum prepares pupils for further study and adult life and encourages engagement with the wider world in response to God's redemptive purposes.

2. Legislation and guidance

This curriculum policy is informed by statutory requirements, non-statutory guidance and inspection expectations, and the school's chosen educational best practice, shaped by its Christian worldview. These are distinct and are set out below.

2.1 Statutory requirements

The curriculum complies with the Independent School Standards (ISS), Part 1: Quality of Education. It ensures that pupils receive full-time supervised education appropriate to their age, aptitude and ability, and that the curriculum is broad and balanced across linguistic, mathematical, scientific, technological, human and social, physical and aesthetic domains.

The curriculum also meets statutory requirements relating to:

- The Equality Act 2010, including provision for pupils with SEND and those with an Education, Health and Care Plan (EHCP)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Impartial careers education and guidance for pupils receiving secondary education
- Pupils' spiritual, moral, social and cultural development and the promotion of fundamental British values.

2.2 Non-statutory guidance and expectations

In addition to statutory duties, the curriculum reflects non-statutory guidance and inspection expectations for independent schools. This includes expectations that the curriculum is coherent, well-sequenced, ambitious for all pupils, and designed to support progression, retention of knowledge and readiness for the next stage of education. Assessment is aligned with curriculum content and used to inform teaching and improvement.

2.3 School-defined best practice and distinctive approach

Beyond statutory requirements, the curriculum reflects the school's mission and vision-led best practice and professional judgement. It is shaped by a Christian worldview framed by **God's Big Story (Creation, Fall, Redemption and Restoration)**, which provides narrative coherence, purpose and ethical orientation across subjects and phases.

The school has chosen to emphasise strong foundations in literacy and numeracy, knowledge-rich and well-sequenced curriculum design, intentional formation of character and responsibility, and preparation for life beyond school through its distinctive Equipped to Serve programme. These elements go beyond minimum statutory expectations and reflect the school's commitment to providing a purposeful and transformative education.

3. Roles and responsibilities

3.1 The Governing Board

The Governing body oversees the effectiveness of the curriculum and holds leaders to account for the quality of education. Governors ensure that a robust framework is in place for setting curriculum priorities and aspirational targets, and that pupils receive a broad and balanced education in accordance with statutory requirements. They monitor coverage, time allocation and compliance, including provision for pupils with SEND, and ensure that pupils from Year 7 onwards receive independent and impartial careers guidance. Governors scrutinise the alignment between curriculum design and the school's Christian mission, vision and values and receive regular reports on curriculum implementation and development. The governing board reviews this policy annually.

3.2 The Head Teacher

The Head Teacher is responsible for ensuring that the curriculum reflects the aims, ethos and statutory duties of the school and that the curriculum policy is implemented effectively. The Head Teacher ensures that required curriculum elements have clear aims and objectives and that sufficient time is allocated to deliver them. They lead decision-making around curriculum breadth and balance, advise governors on whole-school targets and manage requests for withdrawal from particular curriculum components where appropriate. The Head Teacher ensures that the curriculum responds to the needs of individual pupils, including those with SEND, and that the school's assessment procedures meet legal requirements.

3.3 Heads of EYFS, Lower School, Middle School and Upper School

Heads of School are responsible for curriculum delivery and quality within their phase. They ensure that curriculum maps are implemented, progression is secured and data on pupil progress is monitored and analysed to inform intervention and improvement. Heads of School ensure that schemes of work support pupils in exploring Christian beliefs and worldview and situate learning within the larger narrative of Christian Scripture. They meet regularly with the Head Teacher to review provision and outcomes.

3.4 Subject Leads

Subject leads work with Heads of School and senior leaders to review subject policies and ensure they remain comprehensive, current and distinctive. They update curriculum maps to ensure sequencing and progression, make links across subjects where appropriate and monitor the quality of teaching in their discipline. Subject Leads evaluate pupil progress, identify strategies to raise attainment and ensure that teaching is adapted for all pupils, including those with SEND. They remain up to date with developments in their subject through professional learning and, where a subject lead is the sole teacher, quality assurance is undertaken by senior leaders.

3.5 Teaching and support staff

All teaching and support contribute to the design and delivery of a broad, balanced and Christ-centred curriculum. Staff engage in professional learning, collaborate on planning and assessment and adapt teaching to meet the needs of individual learners. They create supportive and aspirational learning environments in which pupils can thrive academically, socially, spiritually and personally.

4. Organisation

The curriculum is designed to ensure breadth, balance and coherence across all phases of schooling. Subject content is sequenced so that pupils build securely on prior knowledge, deepen conceptual understanding and develop skills cumulatively over time. Learning is planned to support progression towards clearly defined outcomes, including readiness for the next stage of education, apprenticeships, higher education or employment. Teaching plans account for both disciplinary knowledge and substantive content, with attention to assessment opportunities that monitor attainment, inform teaching and support intervention where required.

The curriculum integrates knowledge, skills and character formation in line with the school's Christian ethos and worldview, drawing on God's Big Story (Creation, Fall, Redemption, Restoration) to connect learning with purpose, responsibility and service. Planning ensures that pupils engage with material that is ambitious, age-appropriate and intellectually stretching while also providing opportunities for personal, social and spiritual development, including RSE, PSHME, SMSC and British Values. Careers education is planned from the early secondary phase onwards, enabling pupils to make informed choices and develop ambitions for future study and work. Educational visits, co-curricular activities and enrichment opportunities extend and deepen learning beyond the classroom and support wider formation, confidence and citizenship.

4.1 Structure

The school is organised into three coherent phases: Lower School (Years R–4), Middle School (Years 5–8) and Upper School (Years 9–11).

Pupils are taught in mixed-ability classes with one form per year group. Across all phases the curriculum is predominantly delivered through discrete subjects, supporting clarity of disciplinary knowledge, strong foundations in literacy and numeracy, and clear sequencing for progression. Cross-curricular links are planned where they are meaningful, including project-based work in the primary phase, and teachers make use of digital resources to develop computing skills and to enhance learning across subjects.

Curriculum planning draws on pupils' local context and cultural experiences and provides opportunities for enrichment, co-curricular participation, educational visits and residentials. These experiences extend learning beyond the classroom and allow pupils to explore gifts and talents in creative, performative, physical and service-based contexts. Spiritual, moral, social and cultural development is woven through both formal and informal provision, including worship, assemblies, pastoral systems, PSHME, RSE, PE, Science and Equipped to Serve. Across the school the curriculum promotes respect, compassion and responsibility, prepares pupils for life in modern Britain and supports the development of a Christian worldview grounded in God's Big Story. These elements include both statutory requirements and the school's chosen mission-led provision, as set out in Section 2.

4.2 EYFS

The Reception class (and when approved, the Nursery) are an integral part of Lower School. The EYFS phase provides a broad and balanced foundation across the seven domains of the EYFS framework. Provision balances teacher-led and child-initiated learning and takes place indoors and outdoors, including access to dedicated outdoor areas. The curriculum introduces pupils to themes of identity, uniqueness and community within a Christian worldview and supports the development of independence, collaboration and curiosity through rich play-based learning and structured thematic experiences.

4.3 Lower School (Years 1 - 4)

In Lower School the curriculum focuses on establishing secure foundations in literacy, numeracy and early disciplinary knowledge while nurturing a sense of identity as children created and loved by God. Pupils study a broad curriculum including English, Mathematics, Science, Humanities, Bible, Computing and Design Technology, Music, Art, PE, Swimming and PSHE.

Reading is prioritised, supported through structured phonics and guided reading, and underpinned by opportunities for reading at home and in school. Relationships and Health Education introduces pupils to emotional literacy, positive relationships, online safety and resilience. Learning is enriched through outdoor education, forest school activities, visits and creative experiences that foster curiosity, imagination and a sense of wonder in creation. SEND and EAL provision is delivered through adaptive teaching and targeted support, and leadership and service opportunities begin through small responsibilities within the Lower School community.

4.4 Middle School (Years 5 – 8)

Middle School extends disciplinary breadth and depth and strengthens foundations laid in Lower School. Pupils study English, Maths, Science, Humanities, French, Computing and Design Technology, Music, Art, Swimming, PE, Bible and PSHME, with opportunities to develop communication, performance and presentation skills. Subject content fosters cultural and worldview literacy and respectful engagement with diverse perspectives. Careers awareness emerges through talks, visits and early vocational reflection. Leadership, service and democratic participation are promoted through pupil voice structures, mentoring, and opportunities to serve younger pupils. Trips, visits and residentials support independence, resilience and cultural engagement and facilitate transition towards Upper School.

4.5 Upper School (Years 9 –11)

Upper School prepares pupils for GCSE examinations, post-16 transition and adult life while maintaining a focus on worldview, faith and vocation. Pupils study a balanced GCSE programme with optional pathways and additional courses available through the Flexi-Ed programme. The Equipped to Serve programme provides a distinctive framework for civic literacy, worldview education, service, environmental participation, leadership and vocational reflection. PHSME and RSE incorporate safeguarding and preventative education alongside themes of politics, ethics, careers and work-related learning. Study skills, metacognition and independent learning are explicitly taught and supported through structured self-directed study and collaborative projects. Careers education includes workplace encounters, work experience and impartial guidance. Leadership is fostered through prefect roles, the house system, worship leadership and pupil voice structures. By the end of Upper School pupils are prepared for further education, apprenticeships or employment and equipped to contribute positively to society.

5. Planning

Curriculum planning operates at long-term, medium-term and short-term levels to ensure coherence, progression and alignment with the school's Christian ethos. Subject policies, curriculum maps, schemes of work and lesson plans constitute the planning hierarchy and together establish a clear and sequenced pathway from EYFS to Year 11. Planning documents are stored digitally and are reviewed and updated annually.

5.1 Long-term planning

Subject policies and curriculum maps provide a strategic overview of the curriculum. It sets out the range, content and sequencing of knowledge and skills across year groups and key stages and supports curriculum coverage, breadth and balance. Long-term planning keeps the

Christian ethos of the school at the centre of curriculum design and ensures that God's Big Story (Creation, Fall, Redemption, Restoration) shapes narrative coherence across subjects and phases. It provides a curriculum "road map" that links to medium and short-term plans, identifies cross-curricular opportunities and enrichment, and is adaptable to the needs of cohorts and contextual circumstances.

5.2 Medium-term planning

Schemes of work and unit plans) translates the long-term vision into units of teaching and learning. Medium-term plans use the God's Big Story planning tool to support teachers in designing learning that enables pupils to make good progress across phases, explore Christian beliefs and worldview, and reflect on the world in relation to the Christian faith. Plans identify learning objectives, key concepts, progression, assessment outcomes and supporting strategies and activities. They ensure sequences of learning are coherent, meaningful and engaging, and are evaluated through assessment, lesson observation and pupil feedback to ensure they remain effective and responsive to pupil needs.

5.3 Short-term planning

Lesson plans and other short-term planning methods apply medium-term plans to the needs of particular classes and learners. Short-term planning identifies clear learning objectives, selects age-appropriate pedagogies and provides opportunities for application, practice and consolidation. It draws on a variety of instructional approaches such as investigations, discussion, direct instruction, collaborative work, presentations, experiential learning and independent research. Short-term planning supports progression from guided learning towards increasing independence and ensures that lessons build on what has been taught previously and prepare for what follows in a sequence.

6. Inclusion

The school is committed to ensuring that all pupils have equitable access to the curriculum and are supported to achieve success regardless of starting point, background, or need. Curriculum planning takes account of the ages, aptitudes and individual needs of pupils, including those with SEND and those with an Education, Health and Care Plan (EHCP). Teaching is adaptive and provides appropriate challenge, support and scaffolding to secure progress for every learner.

Reasonable adjustments are made to remove barriers to learning and participation. Staff work collaboratively with parents, external agencies and specialists as appropriate to ensure that support is well matched to individual needs and integrated within everyday classroom practice. The curriculum reflects the requirements of the Equality Act 2010 and promotes a culture of respect, dignity and mutual understanding. It encourages pupils to appreciate differences, recognise the value and contribution of others and develop compassion, responsibility and character in line with the school's Christian ethos. Pupils requiring accelerated pathways, additional stretch or bespoke provision are identified and supported to ensure they achieve highly and thrive as learners.

7. Monitoring, evaluation and review

The school adopts a whole-school approach to monitoring the effectiveness of curriculum design and delivery, and the impact of both on pupils' learning, development and readiness for the next stage of education. Monitoring activities evaluate whether the curriculum supports pupils' academic progress, spiritual and personal development, character formation and readiness for the next stage of education or training. They also consider alignment with the school's Christian ethos and worldview.

7.1 Governance oversight

Governor oversight is an essential part of quality assurance. Governors monitor the coverage of subjects and compliance with statutory requirements through school visits, learning walks, meetings with staff and pupils, scrutiny of documentation and regular reports from senior leaders. Governors review the curriculum regularly and receive the curriculum policy for scrutiny and approval. They also assure themselves that curriculum content and delivery remain consistent with the school's faith-based mission, vision and values.

7.2 Leadership monitoring of implementation and evaluation of impact

Senior and middle leaders evaluate whether the curriculum is working as intended across phases and subjects. Subject leads monitor the delivery of their subjects and support ongoing development and alignment. Curriculum impact evaluation draws on a range of evidence including lesson observations, learning walks, pupil voice, work scrutiny, professional conversations with teachers and support staff, parent voice, analysis of progress, engagement in wider school life and data comparisons. These processes provide insight into how pupils learn, what they remember and how well they are being prepared for future learning and life beyond school. Further detail on the measurement of attainment and progress is provided in the Assessment Policy.

7.3 Curriculum review and development

Curriculum review and development *are ongoing processes.* Subject policies, curriculum maps and schemes of work are reviewed annually using agreed documentation procedures. Curriculum content is regularly evaluated to ensure coherence with the school's faith ethos and worldview and to maintain cultural inclusivity and contemporary relevance. The school periodically reviews broader themes, such as environmental stewardship, to ensure alignment with Christian values and with pupils' lived experiences and wider societal concerns. Findings from review processes contribute to a rolling programme of curriculum refinement and enhancement, supporting both continuous improvement and long-term curriculum development.

8. Assessment

Assessment is integral to teaching and learning. It provides reliable information about pupil progress, identifies gaps in knowledge and understanding, and informs next steps in learning. Formative assessment is used routinely to check understanding, adjust teaching and guide pupils towards improved outcomes. Summative assessment is used at key points to evaluate attainment, monitor progress over time and support transition between stages.

Assessment practices are coherent across the school and aligned with curriculum sequencing so that they reflect what has been taught and what pupils are expected to know and be able to do. Teachers provide pupils with constructive feedback that promotes reflection, resilience and improvement. Leaders analyse assessment information to identify trends, evaluate curriculum impact and ensure interventions are appropriately targeted. The governing board receives summary reports on outcomes to support strategic oversight and to evaluate the quality of education.

9. Personal development, enrichment and co-curricular provision

Personal Development forms a key dimension of the curriculum and reflects the school's commitment to the formation of the whole person. It encompasses spiritual, moral, social and cultural development; character and virtue; relationships and wellbeing; citizenship; safeguarding and preventative education; careers and vocational reflection; leadership and agency; cultural participation and enrichment; and preparation for life in modern Britain. Personal Development is therefore both a taught curriculum and a lived culture, integrating classroom learning, worship, pastoral systems, enrichment and community engagement in ways that are coherent, intentional and developmental.

Provision for Personal Development is delivered through PSHME, RSE and Health Education; RS/Bible and worldview education; assemblies and worship; thematic national awareness weeks; co-curricular activities; educational visits and residentials; service projects and civic participation; preventative safeguarding education; careers guidance; and outdoor learning and cultural enrichment. This broad approach ensures that learning is experienced in multiple contexts and that pupils are given authentic opportunities to participate, reflect, collaborate and contribute.

The school's Christian character provides a unifying worldview that frames questions of identity, character, vocation, responsibility and hope. God's Big Story (Creation, Fall, Redemption, Restoration) provides a constructive narrative that supports pupils to make sense of self, society, culture and purpose, and encourages participation in the world with wisdom, compassion and service. Within this framework pupils encounter British Values, civic literacy, democratic participation, equality expectations and safeguarding content that prepare them to live in a diverse and complex society.

Enrichment and co-curricular opportunities play a significant role in Personal Development and extend learning beyond the classroom. These include drama productions, concerts, competitions, outdoor education, debating, clubs, residential experiences and visits to cultural and civic institutions. Opportunities for service, leadership and agency grow as pupils progress through the school and include involvement in community partnerships, volunteering, pupil-led events, careers encounters and cultural exchanges. These experiences build confidence, communication, resilience and cultural fluency and contribute directly to personal development outcomes recognised within inspection frameworks.

Personal Development aligns with statutory expectations for PSHME, RSE and Health Education. This aspect of the curriculum supports compliance with safeguarding and preventative education and contributes to SMSC and British Values requirements, integrating careers education in ways that support transition readiness and vocational discernment. These strands prepare pupils for

further study, work, adult life and responsible engagement in modern Britain, while nurturing a grounded sense of identity, purpose and service consistent with the school's Christian ethos.

10. Careers education, information, advice and guidance (CEIAG)

The school provides a coherent and progressive programme of careers education, information, advice and guidance that is impartial, accessible and informed by up-to-date labour market information. Careers provision begins in the secondary phase and supports pupils to understand pathways for future education, training and employment. It equips pupils to make informed decisions and to consider a broad range of career options in light of their interests, strengths and aspirations.

Pupils engage with external providers, employers, further education and apprenticeship representatives as appropriate. Opportunities for work-related learning, workplace encounters, taster courses, college visits and work placements support transition readiness and raise aspiration. Careers guidance reflects the requirements of the Independent School Standards and upholds the principle that pupils should have access to accurate and impartial advice. Careers education also draws on the school's Christian ethos, encouraging pupils to consider vocation, service, stewardship of gifts and talents, and contribution to the common good. The impact of careers provision is evaluated to ensure that it supports pupils effectively as they prepare for the next stage of their education, training or employment.

11. Links with other policies and review cycle

This policy should be read in conjunction with related policies, including but not limited to: Teaching and Learning, Assessment, Behaviour, SEND, PSHME, RSE, Safeguarding and Child Protection, Equality, SMSC, and Careers. Together these policies provide a coherent framework for the quality of education, personal development and pastoral care within the school.

The governing board is responsible for approving and reviewing this policy at the appropriate intervals in line with statutory guidance and local priorities. The policy is updated when required to reflect changes in legislation, the Independent School Standards, inspection requirements, best practice in curriculum design and evaluation findings drawn from internal self-review. The policy is published for parents and available to inspectors on request. Its implementation forms part of the school's ongoing commitment to providing a distinctive, high-quality and ambitious Christian education.

12. Linked policies

12.1 Teaching & Learning framework

Teaching & Learning Policy
Assessment Policy
Marking/Feedback Guidance

12.2 Safeguarding & Statutory Compliance

Safeguarding and Child Protection Policy
Online Safety Policy
RSE/PSHME Policy

SEND Policy
Equality & Diversity Policy

12.3 PD, SMSC & British Values

Personal Development Policy
SMSC Policy
Collective Worship Policy
Career Guidance / CEIAG Policy

12.4 Pastoral & Behavioural Framework

Behaviour Policy
Mental Health / Wellbeing Guidance
Anti-Bullying Policy

12.5. Co-Curricular & Enrichment

Educational Visits / Trips Policy

12.5. Strategic & Governance

School Vision & Ethos Statement
School Improvement/Development Plan (SIDP)