

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

Curriculum Policy

Reepham Church of England Primary School



Approved by: Mrs. Amy Jackson

Date: March 2026

Last reviewed on: September 2026

Next review due by: September 2028

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

1. Curriculum Intent

At Reepham Church of England Primary School, we are a family that believes every child deserves to feel seen, valued and loved for who they are. Our school vision, 'Be Known. Be Loved. Belong' encapsulates our aspiration for all children to flourish academically, spiritually and emotionally. Through our rich curriculum, collective worship and caring community, we guide our children to become responsible, confident and compassionate individuals - preparing them to 'live life in all its fullness' (John 10:10).

We aim for our children to thrive academically, physically and creatively, enabling them to develop a happy and positive mindset for life. Our curriculum is both inspiring and creative; children are taught to utilise their 'gifts from God' to achieve their full potential and be ready for the next stage in their learning journey. To ensure that all children flourish, our curriculum is rooted in high expectations, challenge and support, as we strive for excellence across all curriculum areas.

Linked to our vision and demographic, our curriculum is driven by four key principles, all of which are underpinned by the church value of 'respect'. These principles are:

- **Resilience:** We encourage children to develop the ability to overcome challenges and maintain a positive attitude in the face of adversity. This is bolstered by our highly-effective pastoral support system, ensuring every child feels secure enough to take risks and our 'Mini Rangers' scheme where children can earn their 'I don't give up' badge when they demonstrate an area which they have shown perseverance in.
- **Wisdom** - Our curriculum fosters critical thinking and informed decision-making, equipping children with the skills necessary to navigate their world. We maintain high academic expectations for all pupils, ensuring they are challenged and fully prepared for their transition to secondary school. Our commitment to 'Wisdom' is evidenced by our end of key stage data and other external data, which consistently sits higher than the national average in Reading, Writing, Maths, Multiplication and Phonics.
- **Lifelong Learners:** We inspire our children to cultivate a love and thirst for learning that extends beyond the classroom, instilling aspirations for their future. For example, during our annual Science Fair, pupils lead their own investigations - based on something they are curious about - presenting their findings to the local community. Additionally, the Reepham Ranger Awards provide a structured framework for a range of development opportunities, where children earn badges for a variety of projects, proving that learning has no walls.
- **Understanding:** We promote an understanding of community, social action and environmental stewardship; encouraging children to respect themselves, others and the world around them. Our 'Reepham Rangers' programme brings this to life, tasking children to earn 'Social Action' and 'Our World' badges as they learn to respect themselves, others and the planet. This work is spearheaded by our 'Change Champions' - a dedicated social action group designed to empower pupils to become courageous advocates for change; identifying local and global issues and taking meaningful steps to address them.

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

In order to 'live life in all its fullness', we are driven by the quote, *"Who you are is God's gift to you. Who you become is your gift to God."* We use these words to ensure our curriculum is relevant, challenging and exciting so that children can discover and develop their 'gifts from God' and use them in positive ways. Our aim is to deliver a curriculum which is accessible to all and will maximise the development of every child's ability and academic achievement so that they know more, remember more and understand more. Informed by our local village catchment and recent consultations, our curriculum is built upon a rigorous academic backbone which ensures high standards for all learners. This foundation is enriched by practical, creatively delivered lessons; designed to foster the resilience and curiosity necessary for our pupils to thrive both within Lincolnshire and the wider global community.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [maintained schools governance guide](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

2. Implementation

Our curriculum is designed to be broad and balanced, ensuring that it is knowledge-based and that key knowledge is identified and built upon. Each subject's individual units of study include three key pieces of knowledge that are essential for progression. This approach follows the National Curriculum guidelines while also incorporating effective pedagogical strategies that enhance learning outcomes.

2.1 - Early Years Foundation Stage

In the Early Years Foundation Stage, we establish key connections that serve as the foundation for future learning. Following the statutory framework and guidance detailed in the EYFS Framework, we deliver a broad and balanced curriculum based on first-hand experiences and purposeful interactions, using a blend of 'in-the-moment' planning and intentional, adult-led or child-initiated activities. We are committed to securing foundational knowledge in prime and specific areas, ensuring that core concepts are deeply embedded through repetitive, high-quality play and instruction. While we remain focused on the immediate joy of discovery, our practice is also forward-facing, developing the specific skills and behaviour for learning which is essential for the transition to the Key Stage One curriculum.

Beyond academic milestones, we seek to ensure that a child's first experience of school is happy, positive and engaging. We aim to foster a lifelong love of learning and develop enquiring minds by instilling the 'Characteristics of Effective Learning', such as independence, resilience and confidence. Central to our approach is the promotion of emotional well-being and the building of positive relationships. To ensure no child is left behind, we take appropriate and timely action through rigorous assessment and targeted interventions, adapting our provision to meet individual needs and secure essential building blocks for every learner. We

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

seek to build positive relationships and partnerships with families - recognising parents as a child's primary educators - as well as external professionals to support every child to develop and learn.

Early literacy is a core part of this foundation. Phonics begins in the first full week of Reception through Little Wandle Letters and Sounds Revised, alongside rich language development, daily story time, oral blending and carefully matched reading practice. Early writing develops through communication and language, physical development, phonological awareness, storytelling, mark making and explicit modelling, ensuring strong foundations for reading and writing in Key Stage One.

Our EYFS policy can be found here:

<https://www.reepham.lincs.sch.uk/attachments/download.asp?file=216&type=pdf>

2.2 - Key Stages One and Two

Our school priorities are used to drive curriculum implementation alongside appropriate educational research (undertaken at time of most recent curriculum consultation). The way the school implements the curriculum is grouped in three ways: **academically**, **emotionally** (including resilience, safety and wellbeing) and **spiritually**.

<u>Implementing academic priorities</u>	
To ensure our curriculum consistently exceeds national benchmarks, we employ a model that balances rigorous mastery with high-level application. Mornings are dedicated to the precise, direct instruction of Reading, Writing and Mathematics so that children can master the essentials. In the afternoons, there is more of a focus on applied learning. By using a hands-on, themed approach for the wider curriculum, we encourage the focus on high-level thinking and discovery. This approach ensures that while our children achieve well in assessments, they also develop the intellectual agility to experiment, debate and truly enjoy the learning process.	
Curriculum Implementation	Research and/or evidence
All subjects within the National Curriculum are planned for and covered in full within the KS1 and KS2 school curriculum. Long term plans are in place which ensure the statutory requirements are met and that the curriculum is sequenced in a way which allows connections to be made throughout the learning journey. Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding as well as enhance our curriculum as and when necessary, so that children know more, remember more and understand more.	<u>National Curriculum</u> School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age-related knowledge and skills.
Language development and oracy Oral language is central to learning across the curriculum and is explicitly developed through high-quality classroom talk, teacher modelling, discussion, oral rehearsal and purposeful vocabulary teaching. In English, pupils use talk to rehearse sentences, retell, explain, justify, debate, explore vocabulary and refine ideas before reading and writing. In reading, discussion supports vocabulary, comprehension and the construction of meaning. In writing, pupils move from hearing and saying language to rehearsing, writing, reviewing and editing it. These approaches enable pupils to communicate effectively and increasingly independently.	EEF research identifies oral language approaches as having a positive impact on literacy outcomes. The school's Reading and Writing Policies place structured discussion, vocabulary

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

	development and oral rehearsal at the heart of literacy teaching.
Phonics and Early Reading We are committed to ensuring that every child becomes a successful reader. Reading is the gateway to learning and secure early reading is essential for pupils to access the full curriculum. We teach phonics through Little Wandle Letters and Sounds Revised, a Department for Education validated systematic synthetic phonics (SSP) programme, taught with fidelity and consistency. Phonics begins in the first full week of Reception. Daily lessons build from approximately 20 minutes to 30 minutes as quickly as possible, alongside daily oral blending. In Year 1, pupils review earlier learning and secure Phase 5 grapheme-phoneme correspondences, developing accuracy, automaticity and fluency in reading and spelling. Whole-class teaching is the core model. Assessment is used to identify gaps quickly. Pupils who require additional support receive Little Wandle Keep-up teaching, using the same routines, language and resources in smaller steps with increased repetition. Where needed, Rapid Catch-up and continued systematic phonics support are used beyond Year 1 so that pupils secure accurate and automatic word recognition. Early reading practice is closely matched to pupils' secure phonics knowledge. Children in Reception and Year 1 take part in three weekly Reading Practice sessions focusing on decoding, prosody and comprehension. Fully decodable books contain only phonics knowledge already taught. Reading for pleasure is developed alongside decodable reading through daily story time, high-quality texts and additional books to share with families. See the Phonics and Early Reading Policy for full detail.	Approach informed by the DfE Reading Framework (2023), EYFS Framework, National Curriculum for English, EEF evidence and research into reading development. Skilled reading depends on both word recognition (decoding and fluency) and language comprehension; our provision therefore prioritises systematic phonics alongside rich language development.
Reading Reading is fundamental to academic success and personal development. Our curriculum aims to develop fluent, accurate, confident and enthusiastic readers who read widely, understand deeply, think critically and read for both purpose and pleasure. Progression from early reading into Key Stage 2 Pupils move through reading provision according to their assessed stage of development. Pupils still securing decoding continue to receive precisely matched Little Wandle SSP/Rapid Catch-up and appropriately matched texts. Pupils who can decode accurately but are not yet fluent receive explicit fluency teaching through repeated oral reading, teacher modelling of prosody, echo reading, choral reading, paired/coached reading and purposeful rereading. Pupils entering Key Stage 2 who need further fluency support may continue with the Little Wandle Fluency Programme, including Fluency 6–10 texts, to bridge the transition from decodable texts to age-appropriate whole-class reading. Fluency practice develops accuracy, automaticity and prosody alongside comprehension. Whole-class reading in Key Stage 2 When pupils have the fluency required to access age-appropriate texts, they take part in whole-class reading using carefully selected, high-quality fiction, non-fiction and poetry. Teaching explicitly develops vocabulary, background knowledge, fluency and comprehension. Teachers model fluent reading and thinking aloud; pupils rehearse through rereading and structured oral reading; and high-quality discussion remains the primary vehicle for developing comprehension. VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence/Summarise) is used as a framework to support question variety, coverage and progression. It does not determine curriculum content or lesson structure. Written responses are purposeful and carefully selected. Reading for pleasure and across the curriculum Reading for pleasure is a whole-school priority. Pupils encounter rich literature, class texts and opportunities to read independently, discuss and recommend books. Reading is also explicitly supported across the wider curriculum so pupils can understand subject-specific vocabulary, identify and summarise key information and read increasingly complex texts. See the Phonics and Early Reading Policy and Key Stage 2 Reading Policy for full detail.	Approach informed by the DfE Reading Framework (2023), National Curriculum for English, EEF Improving Literacy in Key Stage 2 guidance and research into fluency and comprehension. Successful reading depends on secure word reading, fluency, vocabulary and background knowledge, and language comprehension.
Writing Our writing curriculum ensures every child develops the confidence, knowledge and skills to communicate effectively and creatively. Writing is rooted in high-quality texts and is taught explicitly through three interconnected elements: transcription (phonics, spelling and	Approach informed by the EYFS Statutory Framework, Development

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

handwriting), composition (ideas, vocabulary, grammar, sentence construction and text organisation) and oral language. Teaching approach Writing follows a gradual release of responsibility: "I Do" (explicit teacher modelling and explanation), "We Do" (guided practice, discussion, oral rehearsal and collaborative/shared writing) and "You Do" (independent application, reflection and editing). Pupils are supported towards increasing independence as writers. Writing lessons typically include retrieval practice, vocabulary instruction, dictation, explicit modelling, oral rehearsal, guided practice, independent writing and review/editing. Dictation is used regularly to strengthen phonics and spelling application, handwriting fluency, sentence construction, grammar, punctuation and working memory. Progression and foundational skills In EYFS, writing develops through communication and language, physical development, phonological awareness, storytelling, daily Little Wandle phonics, meaningful mark making and early writing. In Year 1, pupils apply secure phonics knowledge to sentence composition through oral rehearsal, modelling, shared/guided writing, dictation and independent sentence writing. From Year 2, Active Spelling is taught daily and pupils develop increasing sentence fluency and independence. Across Key Stage 2, pupils develop automaticity in transcription, paragraph organisation, cohesion, authorial control and adaptation for audience and purpose. Handwriting is explicitly taught: in EYFS through Little Wandle routines and from Years 1–6 through Letter-join Plus. Grammar and vocabulary are explicitly taught and applied within meaningful writing. Pupils are taught to plan, monitor, evaluate, revise and edit their work, with timely, purposeful and actionable feedback supporting improvement. See the Writing Policy for full detail.	Matters, National Curriculum for English, Writing Framework (2025), Little Wandle, Active Spelling and EEF research. Explicit instruction, oral language, retrieval, deliberate practice, metacognition and timely feedback underpin implementation.
Maths We follow the White Rose Small Steps to take children on their 'journey to mastery'. This means that, in their Maths lessons children acquire a deep, long term and secure understanding of the subject over time. White Rose states that to learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition). Therefore, we have an emphasis on number skills first in all year groups, followed by the four operations. Our lessons are sequenced throughout a unit in small interconnected steps which gradually unfold a mathematical concept. These small steps are sequenced in order of difficulty and dependency. They provide access for all pupils, lead to a generalisation of the concept and give pupils the ability to apply this to a range of contexts. A mathematical concept or skill has been 'mastered' when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. By using White Rose Small steps, we can ensure children are on their 'journey to mastery' in Maths following the mastery principles. This also recognises that children will not always 'master' something the first time they see it and that they need to see it again in different contexts and in different years to help them truly develop their understanding. Because of this, revisiting and reinforcing features of a spiral curricula are also applied. We strive to foster a positive mathematical culture where all children believe they can succeed. Mistakes are seen as valuable learning opportunities and pupils are encouraged to develop resilience in their Maths learning. Lessons are inclusive and adapted to meet the needs of all learners, ensuring that every child has the opportunity to achieve. Times Tables Rockstars (TTRS) is a times tables programme that is used across KS2 to ensure children develop a rapid recall of multiplications and their corresponding division facts. Termly standardised Maths assessments (NTS Assessments for Mathematics) are used to plan for progression and to put in place effective interventions.	NCETM - mastery assumes everyone can learn and enjoy mathematics, curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time. EEF – The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. The EEF's Early Years Toolkit estimates that effective early numeracy approaches typically increase children's learning by about seven months. School – Maths outcomes are

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

	good for children leaving KS2 and are well above national comparisons. 55% of pupils scored 25/25 on the MTC in 2024/35 – this is significantly above national comparison (37%) and gives the school a percentile rank of 84 th .
<u>Non-Core curriculum</u> Our non-core curriculum is designed to be as ambitious as our core subjects. We believe that a high-quality foundation in the arts, humanities and sciences is essential for developing well-rounded, curious learners. To ensure children develop a sophisticated understanding of the world, our curriculum is intentionally spiralled. We revisit key concepts and themes with increasing complexity as children progress through the school. This allows students to go into greater depth, building upon prior learning to tackle more challenging ideas and vocabulary. We prioritise the transition of knowledge from short-term memory to long-term understanding. To achieve this, we use knowledge-rich content; curriculum is sequenced to ensure children acquire deep factual and conceptual knowledge. We incorporate retrieval practice, spaced learning and interleaving through "Flashbacks" at the beginning of each lesson. These are short, focused reviews of previous learning and aim to build relationships between subjects and move knowledge into the long-term memory. <u>Science</u> Our Science curriculum is designed to ignite curiosity and encourage pupils to explore the world around them through a structured, inquiry-based approach. To ensure full coverage of the National Curriculum while maintaining high levels of engagement, we use the Twinkl Planit Science scheme as a base and then adapt for the needs of our cohorts. By using this scheme, we ensure: clear progression of skills and knowledge from Year One through to Year Six, covering Biology, Chemistry and Physics; a strong emphasis on 'Working Scientifically,' where children learn to ask questions, design experiments, and analyse data using professional-standard resources. In line with our broader curriculum goals, our Science lessons incorporate regular retrieval opportunities. Through hands-on investigations and high-quality digital resources, we empower our pupils to think, act and communicate like young scientists. <u>History</u> Our History curriculum is a bespoke, knowledge-rich programme meticulously designed to meet the requirements of the National Curriculum while reflecting the context of our school community. Rather than viewing historical events in isolation, our curriculum is built around a spiralled framework that allows pupils to revisit and deepen their understanding of the past through four connected threads: Power, Empire, Trade, and Migration. 'Flashbacks' to previous units, enable children to make comparisons across different time periods. Constant retrieval practice ensures that our pupils don't just memorise dates but develop a robust understanding of the forces that have shaped human history. <u>Geography</u> Our Geography curriculum is designed to inspire a curiosity and fascination about the world and its people that will remain with pupils for the rest of their lives. The curriculum is built around four key areas of learning, ensuring a balanced and comprehensive study of the world: • Locational Knowledge: pupils develop a robust mental map of the world, identifying countries, continents, oceans and key environmental regions.	<u>EEF</u> - retrieval practice is a high-impact, evidence-based strategy for improving long-term retention. <u>EEF</u> research indicates strong evidence of a link between economic disadvantage and attainment in science.

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

- Place Knowledge: we explore the similarities and differences between specific regions, comparing our local area to contrasting locations across the globe to understand diverse human and physical landscapes.
- Human and Physical Geography: children explore the relationship between the natural world - such as weather patterns and tectonic activity - and human activity, including settlement, land use and economic trade.
- Fieldwork: Learning is brought to life through practical, hands-on experiences. Children use maps, compasses and digital technologies to observe, measure and record the human and physical features of their local environment and beyond.

French

Our French curriculum is structured to ensure that linguistic concepts are revisited and expanded upon in increasing depth. This spiralled approach allows children to develop core literacy skills, master French phonics, build knowledge and foster inter-cultural understanding. Lessons focus on the four key pillars of language learning: speaking, listening, reading, and writing. We place a strong emphasis on phonics to help children decode new words accurately, understand the relationship between sounds and spellings and develop authentic pronunciation. Each unit introduces specific grammatical structures and thematic vocabulary. Beyond the language itself, children explore French culture and traditions, broadening their global perspective.

Computing

Our Computing curriculum is designed to equip pupils with the foundational skills and technological understanding necessary to navigate and thrive in an increasingly digital world. The curriculum is structured around three key connections, revisited in increasing depth as children progress through the school: computer science, information technology and digital literacy. Children learn the principles of computation and information, exploring how digital systems work and putting this knowledge to use through programming and coding. They develop the skills to create, organise, store and retrieve digital content, becoming proficient in using a range of software and devices. Lessons also focus on the safe, respectful and responsible use of technology. Children learn to recognise the opportunities and risks of the online world.

Art

In our Art curriculum, we revisit key concepts and media with increasing complexity as children progress through the school. This allows students to go into greater depth, building upon prior learning to master tools and techniques. The curriculum is focused around several key themes: drawing and painting, sculpture and form, print and patterns, artists and designers. Children use sketchbooks as a space to experiment, take risks and record their journey, fostering a genuine love of the creative process.

Design Technology

Our Design and Technology curriculum is a knowledge-rich program that enables pupils to become creative problem-solvers. There is a progressive journey from Year One through to Year Six, ensuring children develop the technical expertise and imaginative thinking required to design and make functional products. The curriculum is organised into key technical units that are revisited in increasing depth, allowing children to build upon prior experiences as they master new skills. Pupils explore structures to understand how to make products stable and strong, investigate mechanisms such as levers and gears and learn to incorporate electrical systems and digital programming into functional designs. Furthermore, children develop vital life skills through cooking and nutrition, alongside mastering textiles to join and decorate fabrics. To ensure high-quality outcomes, every project follows a process where pupils design

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

using research and specific criteria, made by selecting from a wide range of tools and materials and evaluate their own work to understand how to innovate further.

PE

Our Physical Education curriculum is designed to inspire all pupils to participate in competitive sport and other physical activities. We provide a structured and progressive journey that aims to foster a lifelong love for healthy participation. The curriculum is delivered through high-quality lessons that ensure children develop their physical literacy as they move through the school, prioritising both physical and emotional well-being. A central aim of our PE curriculum is the balanced development of both declarative and procedural knowledge. Children acquire declarative knowledge by learning the rules, tactics and health principles of various sports (knowing *what*), while procedural knowledge is developed through the physical application of those skills in practice and performance (knowing *how*). By integrating these two forms of knowledge, we ensure that pupils can not only perform movements with technical precision but also understand the strategic "why" behind their actions. To support the whole child, we adopt the AfPE 'Head, Heart, Hands' model. This ensures our teaching focuses on the **Head** (developing strategic thinking and tactical awareness), the **Heart** (fostering resilience, leadership, and fair play), and the **Hands** (mastering the physical technical skills and fitness required for sport).

Children in Year Four have a term of swimming where they are taught by qualified swimming teachers. They are instructed on different strokes and life-saving skills. If pupils cannot swim 25 metres, they are required to continue swimming sessions in Upper Key Stage Two. We have additional 'safe-self rescue' lessons which run in Upper Key Stage Two for all pupils.

The school has a leader board of 'Sporting Successes' and 'Reepham Records' to encourage the spirit of competition and promote competitive sport.

Music

Our Music curriculum is designed to inspire a lifelong love for music while developing musicality and pupils' technical and creative abilities. We use a structured approach to ensure children build their musical skills in significant depth, moving from foundational concepts in Key Stage One to sophisticated composition and performance in Year Six. To provide a broad and balanced experience, our curriculum is built around the interrelated dimensions of music: listening, appraising, composing and performing. This core provision is further enhanced by our bespoke School Singing Spine, a curated selection of songs that ensures every child develops their vocal range, control and expressive confidence as they progress through the school. Music is a vital part of our school's identity and "spiritual" intention. A highlight of our provision is our School Song *Mountain*, which serves as a powerful symbol of our shared values and community. Throughout the year, children are given numerous opportunities to perform, both within the classroom and to wider audiences, allowing them to showcase their progress and experience the joy of collective music-making.

For information on PSHE see Section 2 'Implementing Emotional Resilience, Safety and Wellbeing Priorities' below.

For information on RE see Section 3 'Implementing Spiritual Priorities' below.

Education
Endowment
Fund Sports
participation +2
months

British
Swimming -
highlights
health benefits,
motor skills
benefits and
safety for life
benefits

2. Implementing 'Emotional Resilience, Safety and Wellbeing' priorities

Our school vision, '**Be Known. Be Loved. Belong.**', sits at the heart of our approach to pastoral care. We prioritise the emotional health of our pupils by ensuring that support systems are accessible, confidential and free from stigma. Whether a child is feeling anxious, overwhelmed or unhappy, our staff are equipped to provide the necessary intervention. Our curriculum actively promotes well-being, providing pupils with the vocabulary and emotional intelligence to understand their feelings and build long-term resilience.

Our school fosters a supportive learning environment through a structured Buddy System. By pairing Reception pupils with Year Six pupils, we promote a sense of community and familial

Education
Endowment
Fund Self-

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

belonging. This initiative, integrated with the School Council and Peer Mentoring, ensures comprehensive access to Peer-to-Peer support for all students.	Regulation +7 months
The school provides a proactive wellbeing curriculum designed to foster resilience and anxiety management. Using a consistent '5 Finger Breathing' methodology throughout the school with pupils alongside progressive yoga and mindfulness activities, we ensure a well thought out approach to mental health. This culminates in Year Six with the formal F.R.I.E.N.D.S. CBT program, ensuring all pupils leave for secondary school with advanced coping mechanisms. Our PSHE curriculum follows the 3D Dimensions curriculum complemented with specific additional class tailored "circle time discussions" to look at class needs. In using 3D PSHE, we ensure a holistic approach to student development. By exploring the three core dimensions - Health and Wellbeing, Relationships and Living in the Wider World - we equip our pupils with the essential skills to navigate the complexities of modern life. Our spiral curriculum ensures that key concepts are revisited and deepened each year, fostering confident, empathetic and resilient individuals who are prepared to make a positive contribution to their community. We also use the Stirling Well-being Scale to identify those needed specific interventions.	School- Pupils often come from backgrounds that require wraparound care. There may also be high amounts of pressure. We want to ensure we build resilience and manage developing anxieties. EEF - Social and Emotional Learning +4 months
Pupils and parents are signposted where to get help both in and out of school. Pupils can ask to take part in 'time to talk' sessions with a member of staff that has counselling training (parents and teachers may also refer pupils into these school-based sessions). We also use a counselling service who works in the school. We have weekly sessions using the CBT program 'Think Good, Feel Good' and Lego Therapy with trained members of staff.	School- Strong pastoral care ensures pupils are ready to learn. Behaviour is better, pupils ready to learn.
<u>Relationship & Sex Education (RSE).</u> The school has a progressive plan that covers all aspects of friendships, families and relationships. The sequence of work was consulted on with parents and agreed alongside the rest of our curriculum. Our scheme covers the following themes: Families and people who care for me; Caring Friendships; Respectful Relationships; Online Relationships; Being Safe and Sex Education. A focus on personal hygiene is added in Year Four, puberty in Year Five and SRE in Year Six. Our RSE policy can be found here: https://www.reepham.lincs.sch.uk/attachments/download.asp?file=187&type=pdf	<u>RSE requirements</u>
<u>Safety</u> Safety education is embedded throughout the school curriculum to ensure pupils can identify and manage risks effectively. Teachers use both planned teaching time and "teachable moments" across all subjects - such as discussing online safety in ICT or road safety through narrative themes in English. These efforts are supplemented by a weekly safety message in collective worship time featuring our school mascot 'Safety Mouse,' which serves to foster a culture of safety and vigilance. E-Safety is planned in detail for all year groups. It is also a termly feature in collective worship. E-safety training and documentation such as 'Wake up Wednesday' is also sent to parents. The school has visitors ranging from the police, fire service, ambulance and nursing teams to discuss different aspects of 'staying safe' with our pupils.	<u>DfE requirements</u>
<u>3. Implementing Spiritual Priorities</u> We believe that spiritual development is fundamental to 'who we are and what we do.' By blending our theologically rooted Christian heritage with a deep respect for all worldviews, we create a space for open dialogue and personal growth. Our goal is to prepare children to lead and collaborate in a global society with empathy and mutual respect, ensuring every individual has the opportunity to flourish in the fullness of life.	

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

Our Spirituality Policy can be found here: https://www.reepham.lincs.sch.uk/attachments/download.asp?file=124&type=pdf	
<u>Christian Values</u> As a Church of England School, we will uphold our Anglican Values. This will include relating topics and content to the teachings of Jesus Christ and stories from the Bible. We will encourage pupils of all faiths and of no faith, to think spiritually and morally. We will be a safe place for religious discussion and debate. We will ensure all pupils understand the Holy Trinity and how it relates to a modern world. Each term we will have a chosen spiritual and moral value. We will plan to discuss this value throughout the term across the curriculum, as we believe pupils need to think about these greater questions and what it means to be spiritual and moral. We will take the time to discuss values, religions and beliefs throughout the curriculum, such as when using a class reader or studying an element of history.	Church of England School requirements Recent Anglican publications confirm the importance of pupils' SMSC development. It is crucial for individual pupils and it is crucial for society as a whole.
<u>Religious Education</u> RE is a core part of our broad and balanced curriculum and is planned and sequenced in accordance with the Lincolnshire Locally Agreed Syllabus. Its purpose is to develop pupils' religion and worldview literacy so that they are able to hold balanced and well-informed conversations about religion and belief. We implement this by teaching a balanced approach to RE which focuses on a balance between believing (theology), living (human/social sciences) and thinking (philosophy). Pupils acquire and develop knowledge and understanding of Christianity and a range of religious and non-religious worldviews, considering how beliefs, teachings, practices, values, sources of authority and ways of living influence individuals, communities and cultures from local to global contexts. Teaching is designed to develop substantive, disciplinary and personal knowledge, enabling pupils to ask and explore big questions, make reasoned and informed judgements, reflect on their own beliefs and experiences, and develop mutual respect and tolerance for those with different faiths and beliefs. Pupils also encounter religion and worldviews as lived experience through appropriate visits, visitors, artefacts and high-quality resources. RE is taught to all pupils, with adaptive teaching used to meet individual needs and enable all learners to make progress. In line with Church of England expectations, RE constitutes a minimum of 5% of curriculum time: 36 hours per year in Key Stage 1 and 45 hours per year in Key Stage 2, normally delivered through discrete hour-long weekly lessons. RE curriculum time is separate from collective worship and values lessons. Should Denominational Teaching be required (as outlined in Section 58 of the School Standards and Framework Act 1998) this will be provided by Mrs Jackson or Miss Rawlings.	Lincolnshire Agreed Syllabus for Maintained Schools
<u>Spiritual Learning Journals</u> All children have a Spiritual Learning Journal that follows them throughout their time in school. Pupils will have two 'big questions' posed to them each term; one will be about learning about a religion and the other will be learning from a religion. This book is a place children are able to consider their own beliefs and actions.	EEF Self-regulation +7 months
<u>Right to withdraw a child from Religious Education and Collective Worship</u> If a parent wishes to withdraw their child from Religious Education, the School Standards Framework 1998 Act (Section 71) http://www.legislation.gov.uk/ukpga/1998/31/section/71 states that: If the parent requests that their child is excused (a) from receiving religious education given in the school in accordance with the school's basic curriculum, (b) from attendance at	Further information on entitlement and rights to withdraw are available on the Lincolnshire Diocesan website.

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

religious worship in the school or (c) both from receiving such education and from such attendance, the pupil shall be so excused until the request is withdrawn. If the parent wishes to withdraw their child from Religious Education in order to provide an alternative form of Religious Education that reflects their own background or wishes, then: the pupil may be withdrawn from the school during such periods of time as are reasonably necessary for the purpose of enabling them to receive religious education but the local education authority must be satisfied (a) that the parent of the pupil desires them to receive religious education of a kind which is not provided in the school during the periods of time during which they are so excused, (b) that the pupil cannot with reasonable convenience be sent to another community, foundation or voluntary school where religious education of the kind desired by the parent is provided and (c) that arrangements have been made for them to receive religious education of that kind during school hours elsewhere. If a parent wishes to withdraw their child from Collective Worship, this is a separate matter. Again, should this be the case, the school is obliged to provide supervision for the child during the Collective Worship session but should not incur any additional cost in doing so. https://www.lincolndioceseeducation.com/page/?title=Key+Documents+and+Reports&pid=31	
<u>Awe and Wonder Committee - Extended Spiritual Provision.</u> We will extend the opportunities available for pupils that show a particular interest in this area. Children that talk about any aspect of Spirituality or their beliefs with an increased maturity will be invited to be part of our Awe & Wonder Committee. The committee will also be responsible for monitoring Collective Worship and also leading pupil worship.	
<u>Collective Worship</u> We hold a daily act of Collective Worship in our school. This is a whole school event which is an act of worship that should be inclusive of everybody, invitational in nature, with an open invitation to participate. Further information and our Collective Worship policy can be found here: https://www.reepham.lincs.sch.uk/attachments/download.asp?file=120&type=pdf	
<u>British Values</u> We are committed to helping our pupils grow into well-rounded citizens by weaving British Values into everything we teach. By linking these values such as freedom of speech and tolerance with our Christian Values during Collective Worship, we ensure our students learn the importance of living a life free from persecution and full of respect for others.	DFE Guidance
<u>World News</u> To get a wider perspective on the world, our classes use <i>Picture News</i> each week during class worship and discuss it in relation to our school and British values as well as protected characteristics. Children are encouraged to think whether current events are 'ow' or 'wow' moments, encouraging pupils to connect spirituality with the world around them.	<u>School-</u> locality and intake means we need to be explicit with multicultural teaching
<u>Equal Opportunities</u> We will ensure every child has access to a wide curriculum of which the National Curriculum is an integrated part, taught through a range of educational experiences of the highest standard possible using the best resources available to us. We recognise that children have differing starting points, backgrounds and abilities. Our curriculum is designed to be inclusive, catering to the diverse needs of our student population, including those with Special Educational Needs and Disabilities (SEND) and those eligible for Pupil Premium. We recognise that each child is unique and may require different forms of support to achieve their potential. Therefore, we implement scaffolded instruction and provide additional resources to ensure that all children can access the curriculum and succeed.	The Sutton Trust 'Potential For Success' document talks about realising pupils' potential early and its importance in social mobility.

Be Known. Be Loved. Belong.

Pupil Premium and Disadvantaged Pupils

<https://www.reephams.lincs.sch.uk/page/?title=Policies+%26%238203%3B%26%238203%3B%26%238203%3B%26%238203%3B%26%238203%3B%26%238203%3B%26%238203%3B&id=24>

For non-core curriculum subjects, formal assessment is conducted twice per year. These assessments focus on the 'end points' identified by subject leaders as the foundational knowledge in their subject areas. To ensure consistent recall, a variety of low-stakes strategies are employed, including 'flashback' activities. Subject Leaders use the *Insight* tracking system to monitor the progress of all pupils, with a specific focus on identified target groups.

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

Across all classes and all lessons, teachers use Assessment for Learning (AfL) to ensure pupils are making progress. If necessary, teachers have the flexibility to adapt planning to consolidate information or have pupils planned for discrete 'keep up' intervention. See the Marking and Feedback Policy for more information <https://www.reepham.lincs.sch.uk/attachments/download.asp?file=57&type=pdf>.

Termly Monitoring

To ensure our curriculum is delivered with high impact, the school maintains a robust framework for assessment, monitoring and professional accountability. For core subjects, teachers conduct formal summative assessments three times per year, updating the 'Main Teacher Assessment' on the *Insight* platform to track attainment and progress. These checkpoints trigger termly pupil moderation and progress meetings, allowing staff to share best practices and ensure all pupils make sustained progress. In non-core subjects, assessment is driven by specific 'I know' statements for every unit of study; these outcomes are recorded on *Insight* to provide teachers and Subject Leaders with a concise understanding of each child's knowledge gaps and successes.

Subject Leaders take an active role in quality assurance, conducting formal monitoring at least twice annually through lesson observations, 'book looks' and 'pupil voice' interviews to evaluate the student experience. This internal monitoring is further strengthened by a formal programme of Governor Assurance visits. During these visits, Subject Leaders meet with a named governor to triangulate internal data with classroom reality. These sessions provide a vital layer of external challenge and support, focusing on how subject-specific priorities align with the School Development Plan. Governors review evidence of impact, discuss resource allocation and conduct learning walks to ensure that the curriculum remains ambitious, inclusive and effectively implemented for every learner.

4. Roles and Responsibilities

4.1 - The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. To ensure rigorous oversight, the governing board will conduct regular governor assurance visits to:

- Monitor specific subjects to evaluate the quality of education and curriculum delivery across the school.
- Review the progress and provision for key groups of children, including those with Special Educational Needs (SEND), disadvantaged pupils and high-attainers.
- Assess progress against the School Development Plan (SDP) to ensure curriculum initiatives are meeting established strategic goals.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

Reepham Church of England Primary

Be Known. Be Loved. Belong.

"Who you are is God's gift to you. Who you become is your gift to God."

- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate and in any subsequent appeals

4.2 - 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;
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- 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, in order to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN.

4.3 - Subject Leaders

To ensure the highest standards of education, Subject Leaders will maintain a rigorous and ongoing cycle of monitoring and evaluation. This process includes the observation of teaching and learning, ensuring comprehensive curriculum coverage and the regular analysis of pupil work and data to track attainment and progress. Furthermore, leaders will actively incorporate pupil voice to gain insights into the student learning experience.

The findings from these activities will form the basis of an annual action plan, which outlines subject priorities for the academic year. As part of this leadership role, Subject Leaders are responsible for identifying specific professional development needs and requesting the necessary staff training and resources from the Senior Leadership Team to effectively deliver the curriculum.

4.4 - Other staff

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