

Cheadle Primary School



Curriculum Policy September 2026

“A carefully balanced curriculum enables every child to aspire, believe and achieve—growing in knowledge, confidence and character.”

Curriculum Aims

At Cheadle Primary School, we deliver a curriculum that builds on prior learning, deepens knowledge and develops skills that foster creativity and a lifelong love of learning. Our well-sequenced and balanced curriculum helps us nurture children who are:

- aspirational learners
- confident and knowledgeable speakers
- respectful and resilient individuals
- healthy advocates
- responsible global citizens

Throughout their time at Cheadle Primary School, children will:

- develop curiosity and a thirst for learning, maintaining self-belief and inspiration
- listen, communicate and collaborate effectively
- grow in knowledge, skills, self-esteem and resilience in the face of challenge
- take pride in their place within the local community and wider world, showing an appreciation of diversity and sustainability
- take responsibility for their actions, health and wellbeing while helping to create a welcoming and supportive environment

Our curriculum aims to:

- provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills
- enable pupils to develop knowledge, understand concepts and acquire skills and apply them in relevant situations
- support pupils' spiritual, moral, social and cultural development
- support pupils' physical development and responsibility for their own health
- ensure equal access to learning for all pupils with high expectations for every child
- equip pupils with the knowledge and cultural capital they need to succeed in life

Our curriculum is underpinned by our RESPECT values:

Resilience – Excellence – Self-Awareness – Positivity – Empathy – Communication – Teamwork

We actively promote British Values and teach about the nine protected characteristics so that children are prepared for life in a diverse society. Please read alongside our RSE policy and SMSC, British Values and Personal development policy.

Using our curriculum as a tool, we are committed to nurturing confident, compassionate and aspirational learners who can Aspire, Believe and Achieve.

2. Legislation and Guidance

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

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It also reflects requirements for inclusion and equality as set out in:

- the Special Educational Needs and Disability Code of Practice (2014)
- the Equality Act 2010
- curriculum-related expectations of governing boards set out by the Department for Education

In addition, this policy acknowledges the statutory requirements of the Early Years Foundation Stage (EYFS) framework.

3. Roles and Responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher and curriculum lead to account for its implementation.

The governing board will ensure 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
- proper provision is made for pupils with different abilities and needs, including pupils with SEND
- statutory assessment arrangements are implemented
- the curriculum is broad, balanced and ambitious for all pupils

3.2 Headteacher/ Curriculum lead

The headteacher and Curriculum lead are responsible for ensuring that this policy is implemented and that:

- all required elements of the curriculum are taught
- curriculum aims reflect the vision of the school and meet the needs of all pupils
- the amount of time provided for teaching is adequate
- proper provision is made for pupils with different abilities and needs

3.3 Staff

All staff will ensure the curriculum is implemented in accordance with this policy. Subject coordinators monitor the implementation, progression and impact of their subject.

Alongside this document there is also a combined subject policy which details the organisation and methodology of each subject including details of how it is planned, assessment arrangements, cultural capital information as well as inclusion information. Further information can also be found on subject pages on the website.

4. Curriculum organisation

Our sequence of learning is carefully designed to ensure clear progression. Knowledge and skills are revisited and deepened over time, with cross-curricular links explored when appropriate while maintaining the integrity of each subject.



Our Curriculum

 is knowledge- rich Powerful knowledge is mapped, prioritised and revisited each year and throughout each child's school journey. Whilst we explore cross-curricular links, our curriculum remains true to each discipline ensuring that specific content is learnt. Knowledge organisers are shared with parents each half-term.	 is cyclical Our sequence of learning is carefully designed to ensure a progression of knowledge and skills (substantive and disciplinary). Our curriculum spirals to ensure skills and knowledge are revisited with greater complexity as children get older. As part of our mastery framework, we ensure skills are embedded and mastered.	 is broad and balanced We empower the whole child through a broad curriculum enriched with sports, the arts, performance opportunities, extra-curricular clubs and Forest School.	 is literature- driven Reading is at the very heart of our curriculum. High-quality texts are used to ignite the children's imagination and drive our learning forward. Core and additional texts are selected carefully and thoughtfully to ensure that children read a wide range of genres/ text types, discover many great authors and encounter diverse cultures
 has a strong sense of locality and is community- minded We believe it is important to have a strong sense of locality, community and belonging. We aim to promote an understanding of our locality by drawing on the resources in Cheadle and more widely in Staffordshire. Community involvement is an integral part of our curriculum. We invite families and visitors to enrich our learning as often as possible. We share experiences such as assemblies, curriculum workshops, performances, special events and sports days.	 is inclusive Our bespoke and balanced curriculum is designed, and adapted where necessary, to ensure we are providing the very best offer and are meeting the needs of every child irrespective of any educational needs or disability. Children receive quality-first teaching and across our curriculum we embed metacognitive strategies to support children in becoming independent and reflective learners. Scaffolding and adaptive practices ensure that all children are appropriately challenged and can succeed.	 broadens cultural capital At CPS, we recognise that for children to aspire and achieve in all areas of their life, they need to be given rich and sustained opportunities to develop their cultural capital. Therefore, in addition to our core curriculum, we also have a cultural capital overview for each year group highlighting our focus to equip all our children with a core knowledge and experience of poetry, art, music, nature and pressing global issues.	 is values-based We use the RESPECT values of: Resilience, Excellence, Self-Awareness, Positivity, Empathy, Communication and Teamwork to promote positive attitudes to learning. We promote British Values while teaching about the nine protected characteristics to ensure children are prepared for life in a diverse society. These core values are at the very heart of all we do and afford children the aptitude, inclination, skills set and desire needed to promote individual and community responsibility for life-long learning and future success.

Our curriculum is organised through a system of faculties. This approach ensures that subjects work closely together, strengthening connections in learning while maintaining the integrity of each individual subject.

Our faculty structure supports collaboration between staff, enhances curriculum coherence and enables pupils to make meaningful links across areas of learning.

The faculties are organised as follows:

- Core Faculty – English and Mathematics
- Wider World Faculty – PSHE and Modern Foreign Languages (MFL)
- Humanities Faculty – Religious Education (RE), History and Geography
- Expressive Arts Faculty – Physical Education (PE), Music and Art
- Science and Technology Faculty – Science, Computing and Design Technology (DT)

Each faculty is led by a Faculty Champion and the work of each faculty is overseen by the Curriculum Lead and the Headteacher.

This structure enables us to maintain a broad, balanced and ambitious curriculum, ensuring that

We also ensure that our extra-curricular provision reflects this balance. Clubs, activities and enrichment opportunities are carefully planned to represent all faculties, giving every child the opportunity to explore and develop their interests across a wide range of disciplines.

Curriculum Planning, Schemes and Resources

To support high-quality teaching, consistency and progression across the school, some subjects are delivered using carefully selected, high-quality schemes of work.

The following schemes are used within our curriculum:

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- **Maths:** White Rose
- **Phonics / Spelling:** RWI
- **Whole-class reading:** Fred's teaching
- **Physical Education:** Get Set 4 PE
- **Religious Education:** NATRE
- **Science:** Plymouth
- **Art, Design Technology: Art, Computing, French and Music:** Kapow Primary
- **PSHE:** Jigsaw

These schemes are adapted to meet the needs of our pupils and to align with our school's curriculum intent, values and local context. Teachers use these resources flexibly, ensuring that learning remains ambitious, inclusive and responsive rather than prescriptive.

To support curriculum transparency and ensure parents are well informed about their child's learning, each year group has a curriculum overview that outlines when and how subjects, topics and key areas of learning are taught throughout the academic year. These overviews are shared with parents during welcome meetings, published on the school website, and made available through Google Classroom where appropriate. They provide a clear picture of the curriculum journey and help parents support learning at home.

During the current academic year, Year 1 and Year 2 operate as a combined Key Stage 1 curriculum model. The school has one Year 1 class, one Year 2 class and one mixed Year 1/2 class. Phonics is delivered through Read Write Inc. groups, ensuring pupils receive instruction matched to their current stage of development. Pupils within the mixed Year 1/2 class are taught English together through carefully adapted teaching. Mathematics, wherever possible, is taught as separate year group programmes to ensure full coverage of year-specific National Curriculum objectives. The same approach is applied to Religious Education and Personal, Social, Health and Economic Education (PSHE).

Foundation subjects, including Science, are planned and taught across Key Stage 1 using a two-year rolling programme. This approach ensures that all National Curriculum content is taught and revisited appropriately, whilst avoiding repetition for pupils in the mixed-age class. The curriculum leader carefully maps curriculum content to ensure full coverage of the National Curriculum over the two-year cycle. Teachers adapt lessons and learning activities to meet the needs of all pupils, enabling every child to access and succeed within the curriculum.

Further information about the planning, sequencing and organisation of individual subjects can be found within the school's Combined Subject Policy.

We empower the whole child through:

- extra-curricular clubs
- sports
- arts and performance opportunities
- Forest School
- trips, visits and workshops
- community involvement

Families and visitors are invited to share in assemblies, curriculum workshops, special events and celebrations of learning.

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To support children's wider development, each year group has a cultural capital overview.

We also ensure that the curriculum promotes:

- British Values
- Spiritual, Moral, Social and Cultural (SMSC) development
- Relationships and Health Education (RHE)
- wellbeing and mental health awareness
- sustainability and global citizenship

Please read alongside our SMSC, British Values and Personal Development policy

Curriculum Development and Action Planning

We are committed to the continual development and refinement of our curriculum to ensure it remains ambitious, relevant and responsive to the needs of our pupils.

At the beginning of each academic year, subject coordinators identify key priorities and next steps for their subject area and produce a detailed action plan. Each action plan focuses on three main aims or areas for development, with clearly defined actions to achieve measurable impact. These priorities are closely aligned with our whole-school drivers and improvement priorities.

Throughout the year, subject coordinators regularly monitor progress and, on a termly basis, formally review the impact of actions against each of the three identified areas. This ensures that developments remain focused, purposeful and responsive.

All action plans and the progress made are reviewed by the Curriculum Lead and the Headteacher, ensuring accountability, consistency and strategic alignment across the school.

In addition, subject coordinators complete an annual integrated financial planning bid. This process ensures that resources are allocated effectively to support subject development and are directly linked to school priorities, enabling continued improvement in teaching, learning and outcomes across the curriculum.

5. Inclusion

Inclusivity is at the forefront of our planning. We aim to meet the needs of every child, ensuring that all pupils can Aspire, Believe and Achieve.

Children receive quality-first teaching in all lessons. We embed metacognitive strategies so that pupils become independent and reflective learners.

Teachers:

- set high expectations for all pupils
- plan lessons that are appropriately challenging for all groups
- use scaffolding and adaptive teaching to support learning
- ensure pupils with SEND can access the full curriculum wherever possible

Further information can be found in our SEND Policy and Equality Objectives.

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6. Monitoring Arrangements

The governing board monitors the effectiveness of this policy and ensures that statutory curriculum requirements are met.

Subject coordinators monitor the way their subject is taught through:

- planning reviews
- learning walks
- book scrutinies
- pupil voice
- assessment analysis

This policy will be reviewed every year by the senior leadership team and shared with the governing board.

7. Links with Other Policies

This policy links to the following:

- Subject-specific curriculum policies
- EYFS Policy
- Assessment Policy
- SEND Policy and Information Report
- Equality Information and Objectives
- Relationships and Health Education Policy
- Behaviour Policy
- Safeguarding Policy