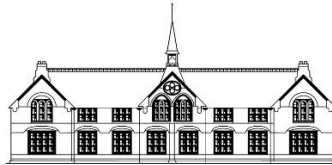


# Curriculum Policy



# New Town Primary School

<b>Adopted by school:</b>	<b>New Town Primary School</b>
<b>Date:</b>	<b>July 2025</b>
<b>Next review date:</b>	<b>July 2028</b>

## Contents

Curriculum aims .....	Error! Bookmark not defined.
Legislation and Guidance .....	Error! Bookmark not defined.
Roles and Responsibilities.....	Error! Bookmark not defined.
Planning and Organisation .....	3

### Curriculum Aims

At New Town we strive to provide a broad and balanced education for all children that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning. The curriculum has been developed using high quality texts and with the unique characteristics of our children and their environment is at its heart. This enables the children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. With such a diverse community we aim to support children's spiritual, moral, social and cultural development as well as providing opportunities for physical development ensuring that they are equipped to take responsibility for their own health and wellbeing. An exciting and challenging curriculum ensures that our children develop a positive attitude towards learning where they strive to do well and are ambitious about their future with the knowledge and cultural capital they need to succeed in life. Equal access to the curriculum for all children is of paramount importance with high expectations for every pupil and appropriate levels of challenge and support.

These curriculum aims are underpinned by our values:

- Love and kindness
- Tolerance and inclusivity
- Honesty and trust
- Determination and resilience

### Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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 [academy trust governance guide](#).

### Roles and Responsibilities

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. They will ensure that the school is:

- Complying with its funding agreement
  - Teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education
  - Enough teaching time is provided for pupils to cover the requirements of the funding agreement
-

- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN).

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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

## **Planning and Organisation**

The key principles of the wider curriculum and each subject taught are set out in our Curriculum Cornerstones documents.

The planning overview for each year group is set out in the Curriculum Overview documents.

All documents can be found on the website.

---