



## CURRICULUM POLICY

### Table of contents

1.	<b>Introduction</b>
2.	<b>Our Curriculum</b>
3.	<b>Curriculum Intentions</b>
4.	<b>Curriculum Implementation</b>
5.	<b>Curriculum Subjects</b>
6.	<b>Foundation Subjects</b>
7.	<b>Early Years Foundation Stage (EYFS)</b>
8.	<b>Christian Perspectives, SMSC and British Values</b>
9.	<b>Inclusion and Support</b>
10.	<b>Impact</b>

### 1. Introduction

At Kingdom Christian School we define curriculum as the complete, holistic experience of a child. We insist that our children are the best they can be in every aspect of their life, that they strive for the highest standards and 'work heartily as for the Lord' to achieve their maximum God-given potential.

Our curriculum is designed to reach the heart and mind of each child in order to shape their character and progress their academic ability. We aim to develop children into successful, physically and emotionally healthy adults that will appreciate differences in society and contribute to their community and wider world by being the people that God intended them to be and carrying out His purposes.

We are committed to providing:

- our school vision and mission
- an excellent Christian education for every child in our care

- a broad and balanced curriculum that is highly engaging, motivating and aspirational
- the teaching of values that prepare children to make positive contributions to society

This is a **statutory** policy and will be reviewed annually by the Curriculum Leader, Senior Leadership Team and the Governing Body to ensure it remains reflective of our Christian ethos, educational priorities, and national expectations.

## 2. Our Curriculum:

- Inspires our children to love all people and to seek to serve God in their family and the wider world. It enables children to develop an understanding of the wider world and their responsibility to make a positive difference to the world in which they live.
- Supports our children to develop their character and help them to keep physically and mentally healthy and safe.
- Has a firm focus on the development and application of reading, writing and mathematics skills.
- Has an uncompromising passion for a child's progress, achievement and wellbeing in every aspect of their life – to be the best they can be and inspired to excel both academically and in their character and behaviour.
- Prioritises assessment and feedback, led by teachers who know each child's success and weakness in order to support and challenge.
- Celebrates equality, diversity and inclusion, supporting the pupils' spiritual, moral, social and cultural development enabling them to become excellent citizens in modern Britain or anywhere else in the world they go on to live.
- Provides a range of enrichment activities to broaden their subject knowledge, bring learning to life and inspire children to have high ambitions and dreams for the future; 'with God everything is possible'.
- Enables pupils of all levels to achieve their potential. Those who are most able are challenged and supported through appropriate extension activities. Those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace, or simply to learn in a style that best suits their individual needs.
- Encourages children to take ownership of their learning and development, and provide opportunities for them to develop strategies for working both independently and collaboratively.

Our curriculum is carefully designed and regularly reviewed, to ensure it is effective, engaging and relevant. It is designed to provide a broad and rich coverage of engaging and age-appropriate themes and topics, whilst allowing for clear progression in skills in all subjects, year on year. In order to ensure that our

curriculum is always relevant and engaging, Subject Leaders play an important part in leading a regular programme of monitoring, evaluation and review.

We strive to enable all our children to achieve their God-given potential as learners and be the best they can be as individuals within a Christian framework and an environment of outstanding care, support and spiritual guidance. We will give the children experiences that leave them with a joy for learning and able to express their own talents. With a strong feeling of friendship and care throughout the school we will develop the children's ability to integrate well and ultimately their social confidence to contribute to the world. Through our links with the community, we will develop the children's sense of belonging and knowledge of what it is to contribute and receive in God's world. Through our broadening of the curriculum, we will introduce them to the 'best that has been thought and said and helping to engender an appreciation of human creativity and achievement' thus equipping children with the cultural capital to succeed in life.

### **3. Curriculum Intentions**

At Kingdom Christian School we aim for our pupils to have a character shaped by the principles of the Christian faith, to have a love for God, a servant heart, a forgiving spirit and a hard working ethic.

We also aim for children to leave Kingdom Christian School with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible, safe and globally aware; how to make positive contributions to the local area and how to endeavour to be the best that they can be.

We aim for all of our children to leave Kingdom Christian School respectful, skilful and ambitious, with the motivation and passion to continue to learn and with a thirst for life and all it has to offer.

At Kingdom Christian School our intent is that:

- staff have high expectations of themselves and all children
- teachers impart knowledge accurately and with enthusiasm which generates high levels of commitment from children
- children make rapid and sustained progress in lessons
- teachers support children in developing independence
- teachers systematically check understanding, intervening in a timely manner when needed
- teachers regularly provide high quality marking and constructive feedback
- children are challenged and inspired

- the curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before
- pupils will learn the curriculum and make progress by knowing more, remembering more, and being able to do more. Pupils need to transfer and embed key concepts in their long-term memory and apply them fluently.

#### 4. Curriculum Implementation

Our spiral curriculum is:

- i. **Sequential and progressive:** ensuring knowledge and skills are built upon year by year.
- ii. **Inclusive and ambitious,** giving every child the opportunity to succeed.
- iii. **Biblically integrated,** helping children to see the world through a Christian worldview.
- iv. **Knowledge-rich,** with clearly defined key concepts and vocabulary.
- v. **Engaging and relevant,** connecting learning to real-life contexts and God's creation.

Subject leaders regularly monitor and review their areas, ensuring consistency, quality, and progression. Assessment is used to inform teaching and identify gaps in learning.

We will implement this through:

##### a) Quality First Teaching

- highly focused lesson design with clear objectives
- high levels of interaction for all children
- appropriate use of teacher questioning, modelling and explaining
- an expectation that children will develop resilience and accept responsibility for their own learning and work independently
- regular use of encouragement and praise to motivate children

##### b) Target Setting

- Individual children's progress tracked in all year groups
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children
- Children have regular opportunities to discuss their progress
- Teaching, interventions and revision programmes are adjusted in the light of progress children make
- Parents and carers are regularly updated on their child's progress

**c) Focussed Assessment**

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps.
- Assessment for Learning (AfL) is evident across the school – through learning objectives, learning outcomes, success criteria, self and peer evaluation.

**d) Intervention**

- Individuals and groups who are not making sufficient progress are identified quickly
- Provision for intervention is mapped according to need
- Detailed plans are put into place
- Interventions are evaluated and relevant adjustments are made
- Staff meet regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required
- Time and resources allocated to ensure the best interventions possible, including staff and volunteers

**e) Learning Environment**

- Organisation of the classroom/learning environment adapted to the children's learning needs
- The use of learning resources and IT is developed to allow children to work independently and successfully
- Make effective use of other spaces – 'outdoor classroom', library, hall space
- Displays to be a mixture of celebration of children's work, supportive resources and information
- Cultural diversity represented in all areas as well as important values
- Books readily available and well-resourced to inspire a love of reading

**f) Curriculum Organisation**

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
  - high achievers
  - learners with learning difficulties, including those with speech, language and communication needs
  - learners who are learning English as an additional language
  - boys and girls

- children who are in care
- learners with social, emotional and behavioural difficulties
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.
- Repetition and revisiting concepts is built into the curriculum to ensure transfer to long-term memory and retention.
- Reading and the love of reading is given high regard as well as synthetic phonics programme.

#### **g) Extended Curriculum**

- Opportunities for the children to make visits to the local community to broaden their knowledge and learn from real life experiences.
- Planned opportunities for visiting speakers and professionals to share knowledge and inspire.
- Sporting opportunities and fixtures against other schools to allow for competitive sport.
- Choir club to encourage a love of singing, which can improve mental and emotional health.

#### **h) Parents as Partners**

- We have bi-annual consultations with parents about progress and to share targets and written report in the summer term.
- Planned workshops in healthy eating, phonics, number, internet safety.
- Parent events to welcome parents into school and instil a sense of community.
- Staff that work in partnership with parents and are always available to talk about their child's emotional, spiritual, mental and academic progress.

### **5. Curriculum Subjects:**

#### **English**

Our daily English lessons develop pupils' spoken language, listening, reading, writing, punctuation and vocabulary. Alongside the use of *Hamilton Trust* resources used in English lessons, literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

### **Speaking and Listening**

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions, and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis, and speaking and listening opportunities are planned for and exploited across the curriculum.

### **Phonics**

Early reading is taught through the *Twinkl Phonics scheme*. This is a systematic, synthetic phonics programme that progresses through six clear levels, each building upon the last.

Level 1-2	introduces initial sounds, phonemic awareness, and simple blending
Level 3-5	develops recognition of digraphs, trigraphs, and alternative spellings
Level 6	consolidates knowledge and supports spelling and fluency

Children are taught daily phonics sessions that are engaging, multi-sensory, and interactive. Regular assessment ensures pupils progress quickly, and targeted intervention supports those who need additional help to become confident readers.

### **Handwriting**

Handwriting is taught through the *Kinetic Letters Handwriting Scheme*, which combines strength, posture, and motor development with correct letter formation. Children develop the physical strength needed for writing through strengthening and pencil hold activities. They are taught a consistent letter formation sequence, focusing on movement rather than static shape copying. *Kinetic Letters* also supports cursive writing, encouraging fluency, legibility, and stamina. By embedding good handwriting habits early, pupils gain confidence and pride in their written work.

### **Mathematics**

Mathematics is taught using *Master the Curriculum*, which aligns closely with the White Rose Maths approach. This mastery-based model ensures all pupils develop a deep and secure understanding of mathematical concepts before moving on. Key features include:

- Concrete, Pictorial, Abstract (CPA) learning stages to develop conceptual understanding.

- Small, cumulative steps that build on prior knowledge, ensuring progression and fluency.
- Reasoning and problem-solving embedded in every lesson to deepen understanding.
- Fluency practice to enable pupils to recall key facts efficiently and apply them confidently.

This approach ensures that pupils not only know how to do maths but also understand why mathematical methods work.

## **6. Foundation Subjects**

At Kingdom Christian School, we believe that the foundation subjects are where children learn about and engage with the world God has created. Through these subjects, pupils develop critical thinking, creativity, and the skills needed to become active citizens who shine for Jesus in their communities.

Each subject is carefully designed by its subject leader, ensuring clear progression of both substantive knowledge (facts, concepts, and content) and disciplinary knowledge (how to think and work like a specialist in that subject).

We adopt a “sticky knowledge” approach, ensuring that key information is revisited, retrieved, and transferred to long-term memory.

### **Science**

Our science curriculum, supported by *Hamilton Trust*, inspires curiosity about the natural world God has created. Children learn to ask scientific questions, plan and carry out investigations, analyse results, and use precise scientific vocabulary. We aim to nurture wonder and excitement as children explore how and why things happen, linking their discoveries to God's design in creation.

### **Geography**

Using *PlanBee* resources, our geography curriculum encourages children to explore the beauty and diversity of God's world. Pupils study human and physical features, environmental responsibility, and cultural differences, developing awe and appreciation for creation. They learn how to care for the Earth and to see themselves as global citizens called to stewardship and compassion.

### **History**

Through *PlanBee*, our history curriculum helps pupils understand the unfolding of human stories and God's purposes throughout time. Children explore significant events and people from Britain and the wider world, developing a sense of chronology, cause and consequence, and empathy for others. They are

encouraged to reflect on how God has worked through history and to learn lessons of courage, justice, and perseverance.

### **Art**

Our art lessons celebrate creativity as a gift from God. Through *PlanBee*, pupils study great artists past and present, experiment with techniques and create their own works inspired by these examples. Children learn to appreciate beauty, express emotions, and glorify God through their creative expression.

### **Design and Technology**

DT celebrates our shared creativity as people made in God's image. Our DT lessons encourage innovation, creativity, and problem-solving. Using *PlanBee* units, pupils design and make purposeful products that meet real needs. They explore materials, structures, and simple mechanisms and learn to cook and understand nutrition.

### **Computing**

Through the *iLearn2* programme, pupils develop computing and digital literacy skills that prepare them for the modern world. They learn to code, use technology safely and understand the impact of computing on daily life. We place strong emphasis on *e-safety*, helping children to act responsibly and wisely online, in line with Christian values of respect and integrity.

### **Physical Education**

Our PE lessons, supported by *AVSSP*, promotes health, teamwork, and perseverance. Children learn to value physical activity and understand its connection to mental and emotional wellbeing. Through a range of sports, competitions, and outdoor activities, pupils develop cooperation, resilience, and respect — learning to “run the race” with joy and fairness.

### **French**

From Key Stage 2, all pupils learn French using *Twinkl* resources. Lessons are interactive and fun, focusing on speaking, listening, reading, and writing. Learning a language broadens horizons, builds confidence and fosters appreciation for other cultures — helping children to see the beauty of God's diverse world.

### **PSHE / RSE**

Our PSHE and RSE curriculum, supported by *Lovewise*, equips pupils with the understanding and values they need to thrive as individuals and community members. We teach respect, kindness, safety, and responsibility, helping children make wise choices and form healthy relationships. Lessons promote British Values of democracy, liberty, tolerance, and respect, while emphasising the importance

of faith and family. Through circle time, assemblies and special events, children learn to listen, reflect, and value others.

### **Biblical Studies**

At the heart of our school is the Word of God. Our Biblical Studies lessons give children time to explore Scripture, ask questions, and grow in their faith. We also teach about other world religions and secular worldviews, encouraging understanding, tolerance, and thoughtful reflection. Through this, pupils learn to respect others while developing a personal relationship with God.

### **Music**

Our music lessons are a joyful expression of faith and creativity. Weekly lessons, led by a specialist teacher, include singing, performing, composing and listening to a wide range of music. Pupils learn to play the recorder and ukulele and perform in ensembles. Singing worship songs helps children learn Scripture, express faith, and celebrate God's goodness. Music fills our school with joy and unity.

## **7. Early Years Foundation Stage (EYFS)**

Our Nursery and Reception classes follow the *Early Years Foundation Stage (EYFS)* framework within a caring Christian environment. Children learn through purposeful play, exploration, and discovery. Staff carefully observe and plan for each child's needs, ensuring progress across the seven areas of learning. Faith and joy are woven throughout daily routines, helping our youngest learners to grow in confidence, curiosity and love for God's world.

## **8. Christian Perspectives, SMSC, and British Values**

Faith is at the heart of everything we do. Our curriculum encourages children to see God's presence in all subjects and experiences. We promote Spiritual, Moral, Social, and Cultural (SMSC) development through discussion, reflection, and celebration. We also teach the core British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs. These are lived out daily through assemblies, class discussions, and community engagement.

Our children will develop:

- an understanding of how citizens can influence decision-making through the democratic process.
- an understanding that the freedom to hold other faiths and beliefs is protected in law.
- an acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of discriminatory behaviour.
- an understanding of the importance of identifying and combating discrimination.

## 9. Inclusion and Support

Every child is valued and supported at Kingdom Christian School. Teachers plan learning that challenges and enables each pupil to reach their potential, including those with additional needs. We follow the [SEND Code of Practice](#) and work closely with families to provide appropriate support and adaptations. We believe every child is made in God's image and deserves to flourish.

## 10. Monitoring and Impact

We measure the impact of our curriculum by:

- assessing pupils' knowledge, understanding, and skills against clear objectives taken from the National Curriculum and recall of sticky knowledge away from the point of learning.
- observing pupils' enthusiasm, engagement, and confidence in their learning.
- monitoring progress across all subjects to ensure that prior knowledge is built upon.
- evaluating how well pupils embody our Christian values in their learning and relationships.

Our ultimate goal is that every child at Kingdom Christian School will:

- know more, remember more, and do more.
- think critically and act compassionately.
- shine brightly as followers of Jesus, equipped to impact the world for His glory.

Planning is monitored by the leadership team to ensure that it is current and used as a working document. The leadership team carries out work scrutiny to ensure clear progression is evident in books, they ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's **Marking Policy**. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. The leadership team provides feedback to individual teachers about their monitoring so that strengths can be shared amongst staff and development points acted upon.

### Version Control Table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS and updated references in text. Formatting.	SO