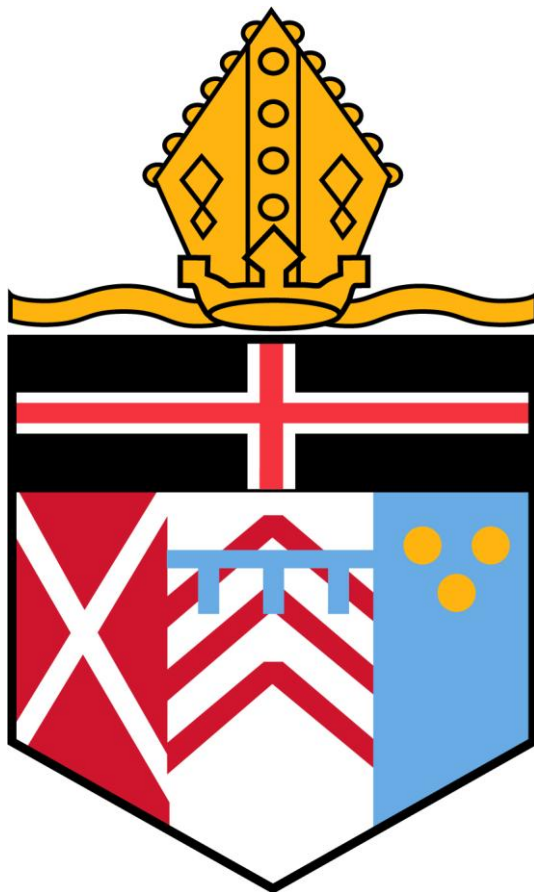


Blue Coat C.E. (Aided) Junior School



Curriculum Policy

Adopted: May 2026

To Review: May 2028

This policy outlines how our curriculum at Blue Coat CE Aided Junior School embodies our Christian vision: “With God all things are possible” Matthew 19:26

1. Curriculum Intent

Our curriculum is designed to inspire every child to believe that there are no limits to what they can achieve. We provide a broad, ambitious, and inclusive education that nurtures the whole child—academically, spiritually, and morally. Our curriculum is the vehicle through which we live out our vision. We believe that when children are grounded in **Joy**, equipped with **Wisdom**, and emboldened by **Courage**, they truly discover that with God, all things are possible.

- Joy: We cultivate a love for learning that celebrates the wonder of creation. We want our children to find delight in discovery and play.
- Wisdom: We seek more than just knowledge; we foster the ability to use that knowledge for the good of others and the world.
- Courage: We empower children to face "the impossible" with bravery, knowing they are supported by their faith and their community

2. Implementation: The Pillars of Learning

To ensure "all things are possible" for our learners, our teaching is built on three key pillars:

High Expectations

- We follow the National Curriculum but enrich it with local and global contexts.
- Scaffolding ensures that children with SEND or disadvantaged backgrounds can access the same ambitious content as their peers.

Spiritual Flourishing

- Religious Education (RE): RE is a core subject, following the Diocesan Syllabus. It accounts for 10% of curriculum time.
- Reflective Practice: Each subject provides opportunities for moments to look at the world, reflect on oneself, and look through a door to a new way of being.

Character Development

- Curriculum "Courageous Advocacy" projects empower students to challenge injustice and act as agents of change.
- Extra-curricular "Blue Coat University Clubs" expand horizons beyond the standard classroom day.

3. Implementation: Living the Values

Learning with Joy

- Engagement: Lessons are designed to spark "lightbulb moments" and a genuine sense of awe.
- Celebration: We celebrate progress of all kinds, recognising that every small step is a victory in God's eyes.

Growing in Wisdom

- Critical Thinking: Pupils are taught to ask "big questions" and look beneath the surface of the curriculum.
- Moral Literacy: Wisdom is applied through a strong RE and PSHE curriculum and Daily Worship, helping children make ethical choices.

Acting with Courage

- The "Power of Yet": We embrace a growth mindset. If something is hard, we haven't mastered it yet.
- Courageous Advocacy: Pupils are encouraged to stand up for what is right, even when it is difficult, through social action projects AND Global Neighbours.

4. Impact: Flourishing for All

We measure the success of our curriculum not just through data, but through the flourishing of our community.

- Academic Success: Pupils achieve their full potential through a rigorous, knowledge-rich framework.
- Personal Growth: Pupils demonstrate resilience (perseverance), compassion, and a sense of self-worth.
- Ready for the Future: Students leave Blue Coat with the confidence that, with faith and hard work, their future possibilities are limitless.

5. Impact: Flourishing for all

When a pupil leaves Blue Coat, they carry these values into the world:

- They have the **Wisdom** to navigate life's choices.
- They have the **Joy** that comes from a secure sense of self and belonging.
- They have the **Courage** to pursue their dreams, believing that no hurdle is too high.

6. The role of the Governing Body

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

The governing board will also 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 and other statutory requirements;
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

7. The role of the 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 children with SEN.

8. The role of Other Staff

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

The main duties of individual staff members who have specific responsibility for the curriculum are:

- Deputy Head Teacher Curriculum and Teaching and Learning – Natalie Snowdon

PHSE – Natalie Snowdon

RE – Saskia McCarthy

PE – Joanne Spoors

English Writing – Laura Hodgins

English Reading – Victoria Whitton

Maths – Natalie Snowdon

Science – Beth Rose

Art – Lysa Grieve

Design and Technology – Beth Rose

History – Victoria Whitton

Geography – Ruth Newton

MFL – Richard Winn

Music – Richard Winn

Computing – Chris Brookes

9. Organisation and Planning

We deliver our curriculum through three spiritual pillars that ensure no child's potential is limited.



The Pillar of Joy

Focus: Wonder, Celebration, and Flourishing.

- The Arts (Music, Art, Drama): Celebrating the "gift of the Creator" through self-expression and the thrill of performance.
- OPAL (Outdoor Play): The pure delight of child-led discovery, sensory play in the mud kitchen, and the freedom of the outdoors.
- Physical Education: The "joy of movement" and the endorphin-rich celebration of what our bodies can achieve.
- Extra-Curricular: Special interest clubs (e.g., Gardening, Choir, Cooking) where pupils pursue passions for the sheer love of it.
- School Ethos: Collective Worship, festivals, and "Possibility Assemblies" that celebrate every child's unique spark.

The Pillar of Wisdom

Focus: Knowledge, Discernment, and Understanding.

- Core Academics (English, Maths, Science): Building the foundational knowledge needed to understand and navigate God's world.
- Religious Education (RE): Deepening theological thinking and understanding the "Big Story" of the Bible and other faiths.
- OPAL (Strategic Play): Learning to manage risk, negotiate space with others, and solve problems during complex play builds
- Computing & PSHE: Developing digital wisdom, online safety, and the emotional intelligence to make healthy life choices.
- History & Geography: Gaining the wisdom to learn from the past and the insight to protect our planet's future.

The Pillar of Courage

Focus: Resilience, Advocacy, and Bravery.

- Courageous Advocacy: Pupil Parliament and social justice projects where children find their voice to challenge unfairness.
- OPAL (Risky Play): Building "bravery muscles" by climbing, jumping, and navigating physical challenges in a safe environment.
- Languages (MFL): The courage to step outside one's comfort zone to communicate in a new tongue and embrace "the stranger".
- Design & Technology: The resilience to face the "possible failure" of a design and the courage to iterate and improve it.
- Extra-Curricular (Residential & Sport): Overcoming homesickness on trips or showing "sporting grit" when facing a difficult opponent

The Intersections (Where the Magic Happens)

- **Joy + Wisdom:** Creating "Awe and Wonder" in Science and History—the delight of deep understanding.
- **Wisdom + Courage:** "Courageous Advocacy"—using what we know about the world to fight for justice.
- **Courage + Joy:** The "Thrill of Overcoming"—the happiness felt after mastering a difficult skill in PE or Music

The Foundation: OPAL & Extra-Curricular (Blue Coat University)

Our vision doesn't stop at the classroom door.

- **OPAL** provides the physical landscape for **Joy** (discovery), **Wisdom** (social negotiation), and **Courage** (physical challenge).
- **Extra-Curricular** provides the emotional landscape for children to find their "possible" in unique, non-academic ways.

10.Delivery/Timetabling

- The core subjects are taught in the morning with a class teacher.
- The foundation subjects are delivered in the afternoon by subject specialists. This is delivered through a whole school two-week timetable.
- Extra-curricular sessions (Blue Coat University) are delivered after school 4 nights per week.
- Most foundation subjects are designed and taught by subject champions – planning for progression from years 3 to 6. All planning is sequenced to build on prior knowledge with a focus of key concepts that the subject champion wants the children to know and remember.
- Subject leaders are responsible for resourcing their curriculum area for all year groups
- Specific CPD supports the delivery of the curriculum.

11.Inclusion

In our school, "inclusion" means that the "all" in "*with God, all things are possible*" is absolute. We proactively identify and dismantle barriers to learning so that every child—no matter their need—can flourish and reach their God-given potential.

Joy through Belonging

- **Celebrating Diversity:** Our curriculum reflects the global church and diverse community. Every child sees themselves represented in our stories, history, and worship, fostering a deep sense of joyful belonging.
- **Adaptive Play:** Through **OPAL**, we ensure the outdoor environment is accessible to all, providing sensory-rich and inclusive play opportunities where every child can find success on their own terms.

Wisdom through Equity

- **Removing Barriers:** We do not lower expectations; we raise support. Adaptive teaching ensures that pupils with SEND have the **wisdom** and tools (scaffolds, technology, or specialized resources) to access the same ambitious curriculum as their peers.
- **Financial Inclusion:** We ensure all "possible" opportunities, including extra-curricular clubs and residentials, are accessible to all children regardless of financial circumstances.

Courage through Confidence

- **Safe to Fail:** We cultivate a "low-stakes, high-challenge" environment. This gives children who may struggle with traditional academics the **courage** to participate without fear of judgment.

- **Emotional Resilience:** Our trauma-informed approach and PSHE curriculum provide children with the emotional **wisdom** and **courage** to navigate their own unique challenges, supported by a nurturing Christian community.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

12. Monitoring Arrangements

To ensure our vision is a lived reality and not just a statement on a wall, we use a robust monitoring cycle. These arrangements verify that **Joy, Wisdom, and Courage** are actively enabling "all things" to be possible for our pupils.

Leadership & Governor Oversight

- **The Curriculum and Standards Committee:** Governors meet termly to evaluate how the Christian vision is driving curriculum standards and inclusion.
- **SIAMS Self-Evaluation:** Leaders maintain a 'living' document that tracks the impact of the three pillars on pupil flourishing.
- **Curriculum Reviews:** Subject leaders conduct "Deep Dives" to ensure their specific subject reflects the school's theological roots

Quality of Education (The Courage to Improve)

- **Lesson Visits & "Learning Walks":** We look for evidence of high engagement (**Joy**), adaptive teaching for all abilities (**Inclusion**), and children attempting difficult tasks (**Courage**).
- **Work Samples:** Book looks focus on the "Golden Thread"—seeking out "Big Questions" in RE and evidence of pupils applying **Wisdom** across the curriculum.
- **Pupil Voice:** Regular interviews with children to ask: *"How does this school help you believe you can achieve anything?"* and *"Where do you find the most joy in your learning?"*

Play and Personal Development (OPAL & Beyond)

- **OPAL Audits:** Termly evaluations of the outdoor environment to ensure it provides inclusive, "risky," and joyful play for every child.
- **Extra-Curricular Tracking:** Monitoring participation rates to ensure disadvantaged pupils and those with SEND are accessing a wide range of "Blue Coat University" clubs.
- **Vulnerability Mapping:** Regular reviews of progress for our most vulnerable learners to ensure barriers to "possible" are being dismantled.

Reporting Cycle

- **Termly:** Headteacher's Report to Governors includes specific updates on "Vision in Action."
- **Annually:** A summary of curriculum impact is shared with parents, celebrating how the school has enabled children to achieve the "impossible."

13. Links with Other Policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Teaching and learning policy
- Collective Worship policy