



CHURCH OF ENGLAND  
ACADEMY

## Curriculum Policy

Bringing **joy**...**inspiring** success!

*I have come that they may have life, and **have it to the full** (John 10:10).*

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# 1. Curriculum Intent

## Introduction

At Chalfont St Peter C of E Academy (CSPA), our curriculum is ambitious, enriching and nurturing, designed to raise achievement and inspire a lifelong love of learning. Rooted in our Christian vision and the promise of John 10:10, “I have come that they may have life, and have it to the full,” our curriculum empowers every pupil to flourish academically, socially and spiritually. We intentionally cultivate resilience, curiosity and a growth mindset, ensuring that all pupils, including those who are vulnerable or disadvantaged, have equitable access to a broad and balanced education that prepares them for future success and meaningful lives.

Our vision, values and drivers connect to underpin our curriculum design and approach to teaching and learning. We strive to promote and embed our CSPA and British values into the children’s four-year journey so they develop as happy, resilient and motivated learners.

Our strong sense of community is a driver for positive relationships, inclusivity and successful learning. CSPA is a school where staff, governors, parents and pupils work collaboratively and take great pride in our school. Pupils are supported and challenged to reach their full potential whilst developing their own independence and initiative to show enterprise, leadership and ingenuity. Our CSPA family lives life to the full, brings joy and inspires success.

Teachers passionately teach our curriculum with the children’s personal development, individuality, wellbeing and academic progress as paramount. We plan inspiring learning experiences which ignite curiosity and a love of learning. Our curriculum is carefully planned to stimulate the children’s creativity and reflect their cultural capital, allowing all pupils to thrive and flourish.

The CSPA curriculum consistently highlights the impact of a growth mindset opposed to a fixed mindset and encourages our children’s capacity to learn. Teachers teach skills for effective communication and children rapidly learn the benefits of working collaboratively. Teachers create safe learning atmospheres where pupils are happy to take risks and view mistakes as opportunities to learn. As a result, they become empowered as learners and resilient to challenge.

Our CSPA curriculum is relevant, broad and balanced, promoting all pupils’ emotional, social, spiritual and academic needs. It is sequential and progressive. Connections and links across the curriculum help children to revisit knowledge and build on prior learning. Children have the time for reflection and there is a strong emphasis on not only building on the knowledge, understanding and skills within each topic but also why the chosen learning programme is important to the here and now.

The CSPA curriculum design encourages pupils to recognise and identify with their learning behaviours using our CSPA Rainbow. They grow in confidence, knowing their strengths, talents and areas for development. Our curriculum is fully inclusive and accepting of difference, developing both the children’s personal morals and levels of respect. Children are given endless opportunities to master their full potential.

Our CSPA Curriculum aims 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 and employment
- ❖ Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

- ❖ Support pupils' spiritual, moral, social and cultural development
- ❖ Support pupils' physical development and responsibility for their own health, and enable them to be active
- ❖ Promote a positive attitude towards learning
- ❖ Ensure inclusive learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- ❖ Have high academic ambition for all pupils

These curriculum aims are underpinned by our values:

Our value of **generosity** encourages students to share their gifts, time, and talents, recognising that learning is enriched when it is used to serve and uplift those around us. Through opportunities for collaboration and contribution, students develop a spirit of giving and responsibility.

**Compassion** lies at the heart of our approach, guiding us to nurture a culture where every individual feels valued, supported, and understood. We aim to foster empathy and kindness, ensuring students grow into people who respond to others with care and humanity.

With **respect**, we create an environment where diversity is celebrated and every voice matters. Our curriculum promotes mutual understanding, active listening, and the recognition of the dignity of all people, both within and beyond our school community.

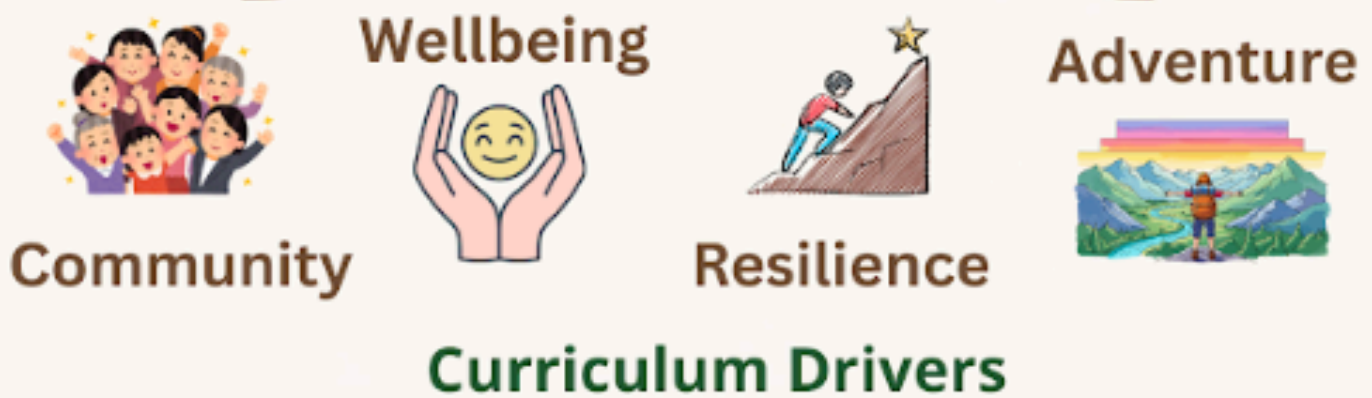
Our commitment to **faithfulness** reflects our dedication to living out our shared beliefs and values with consistency and trust. We aim to develop students who are grounded, reflective, and able to act with integrity, remaining true to themselves and their responsibilities.

The value of **justice** shapes our curriculum aims by encouraging students to think critically about fairness, equality, and the world around them. We empower learners to become active citizens who seek to make a positive difference and stand up for what is right.

**Courage** inspires students to embrace challenges, take risks, and persevere in their learning. We support young people to grow in confidence, resilience, and moral strength, enabling them to lead with conviction and hope.

Together, these values provide the foundation for a curriculum that develops not only knowledgeable and skilled learners, but also compassionate, courageous, and principled individuals, ready to contribute meaningfully to society.

Bringing **joy**...  
**inspiring success!**



Ambitious expectations for all

Broad, balanced and sequenced

Focus on emotional, physical health and wellbeing

Strong British, social, moral, cultural and spiritual values



Making connections with cross curricular links

Community and collaboration

Impactful transition with plans to prepare for a rich future

## Our CSPA Curriculum

Bringing joy...inspiring success.  
Living life in all its fullness.

Enjoyment and enrichment

Building confidence and resilience

Rich experiences and literature to promote cultural capital

Inclusive and celebrating difference

Promoting learning behaviours and a growth mindset



Bringing joy...inspiring success.

Living life in all its fullness.

## Our CSPA Curriculum

### Curriculum Non-Negotiables

Our CSPA vision and values are central to our CSPA curriculum - setting the highest ambition for all. The children, our school context and community are at the heart of our curriculum design. Our curriculum provides rich and memorable experiences which promote a life-long love of learning. A strong framework provides for pupils' academic, social, moral, cultural, spiritual, physical and creative development. It enables all to learn, be ready for the next stage in their education and take their place in the world. Our curriculum ensures that all children achieve the highest standards of learning and educates for equality, inclusion and justice. It has trust and relationships at its heart.

### How it looks

Our CSPA vision and values inspire a broad, progressive curriculum that articulates the highest ambition for pupils and is rooted in the community. This ensures that pupils' spiritual, moral, social, cultural and physical development is integral to all that happens in the school. As a result, all children thrive. The academic curriculum reflects our school's context and provides a clear, progressive curriculum of the key knowledge and skills that pupils will learn in every subject. The high-quality curriculum underpins effective and inspiring learning so that all pupils, including those with SEND or who are disadvantaged achieve highly. It ensures that all children have the skills in reading, writing and mathematics to forge their path in the world.

### Teaching Non-Negotiables

Strong relationships and high expectations create a positive learning environment. The environment, technology and resources allow for adaptive teaching to enable learning for all pupils and remember for the long term. Teaching embeds oracy deliberately and explicitly across the curriculum. Through effective professional development, teachers are equipped to be the best version of themselves. Modelling, scaffolding and pupils' wellbeing are all well developed so that pupils become successful and self-sufficient learners. Our pupils value and understand the purpose of their learning. They remember what they have learned, achieve well and are ready for the next stage of their lives. There is equity, equality and diversity within the curriculum and learning environment which actively promotes inclusion and minimises barriers.

## Key Drivers



Bringing joy...inspiring success.

Living life in all its fullness.

## Community

## Resilience

- Inspiring success
- Aspirational for all
- Support and challenge to help pupils reach their full potential
- Independence, initiative and enterprise
- Ambition and empowerment

- A culture of family and unity - CSPA values
- Fostering positive relationships
- Showing tolerance and appreciation
- Keeping ourselves and each other safe
- Equitable, diverse and inclusive
- Collaborative partnerships
- Open communication

## Wellbeing

- Bringing joy
- Emotional and physical health and wellbeing
- Social, moral, cultural and spiritual values
- Promoting cultural capital
- Learning behaviours and growth mindset
- Thrive and flourish - a bright future

## Adventure

- Enriched by enjoyable experiences
- Support and challenge to help pupils reach their full potential
- Cultural awareness
- Curiosity and imagination
- Creativity and expression



**Teamwork**

I like to learn with others sharing my ideas and thoughts to help us all to learn and make progress together

**Curiosity**

I have a love of learning so I ask questions and get fully involved in my learning.

**Confidence**

I participate in lessons by keeping fully engaged and taking pride in my contribution. I care about my learning!

**Reflection**

I listen to advice and use feedback to help improve my work.  
I listen to advice a to help improve

**Enthusiasm**

I am eager to learn, make improvements and I always give 100%.

**Creativity**

I actively use my imagination and try different strategies and approaches to solve a problem.

**Ambition**

I have a 'can do' attitude and push myself to reach my full potential – even if it is hard and I have to show plenty of resilience.

## Positive learning behaviours - The CSPA Rainbow

The CSPA rainbow provides children with prompts and targets to encourage impactful learning behaviours so they can learn positively and successfully. Each colour of the rainbow references each of the learning behaviours which are presented to the children as learning powers.

## 2. Curriculum Implementation

### Organisation and Planning

Our curriculum implementation is driven by the desire to bring joy and inspire success, reflecting Jesus' call for life in abundance. Lessons are carefully sequenced and coherently planned to build on prior knowledge and skills, enabling pupils to make strong connections across subjects. This approach nurtures flourishing learners who are confident to take risks, embrace challenges and learn from mistakes in a safe, supportive environment. Our Christian ethos underpins our teaching practices, ensuring that spiritual development is intrinsic and pupils' personal values align with generosity, compassion, respect, justice, faithfulness and courage.

Our curriculum is organised as whole school curriculum maps, pupil learning journeys, subject overviews and medium term planning.

Our curriculum is planned and assessed against the National Curriculum which provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills. It comprises three core subjects: English, Mathematics and Science and the foundation subjects: Art and Design, Computing, Design and Technology, Geography, History, Music and Physical Education. In addition RE is taught across the school as a core subject and French is also taught to all year groups.

**Associated policies:** [The Wider Curriculum - Our CSPA Offer](#)

You can read more about individual subjects at CSPA by visiting the curriculum pages on our website by clicking [here](#).

At CSPA teachers do not have to follow a specific planning format to afford them time to plan effectively while managing their workload and prioritising teaching and learning. However, a template is provided for lesson slides to include: key question from the big picture, prior learning (what we already know), learning objective (what will we be learning), key vocabulary (what new words will we be learning in this lesson), adaptations (how will we be successful), reflection (assessment for learning).

**Associated policies:** [Teaching and Learning Policy](#), [Teaching and Learning Framework](#)

### Subject Leadership

The role of the subject leader is to:

- Provide strategic lead and direction for their subject;

- Support and offer advice to colleagues on issues related to their subject;
- Monitor pupils progress in that subject area;
- Provide efficient resource management for the subject;
- Keep abreast of developments within their subject both locally and nationally;
- Create action plans linked to the school development priorities.

**Associated policies:** [Subject Leadership Policy](#)

### **Collective Worship**

Daily collective worship is a cornerstone of our school life, providing opportunities to reflect on our Christian vision and the biblical passage that inspires us. Worship sessions encourage pupils and staff to embody the values of joy, generosity, and faithfulness, reinforcing the message that life is to be lived abundantly in all its dimensions. These moments of reflection support the spiritual wellbeing of our school community and unite us in our shared purpose.

**Associated policies:** [RE and our CSPA Vision](#), [Our approach to teaching RE](#)

### **Social, moral, spiritual, cultural (SMSC) development**

SMSC development is integral to our curriculum and is deeply rooted in our Christian vision. We foster spiritual growth through reflection, prayer, and collective worship, encouraging pupils to explore their faith and develop a personal relationship with God. Our moral and social education is informed by biblical teachings, promoting justice, compassion, and respect. Pupils are nurtured to live out the fullness of life promised in John 10:10 by becoming compassionate, courageous, and active citizens.

At CSPA there are numerous opportunities for supporting our children's SMSC development, such as: spiritual development and reflection promoted in RE lessons and daily collective worships; moral development promoted through PSHE themes, living our values and pupil voice; social development promoted through endless opportunities for collaboration and community events; cultural development promoted through learning topics across the curriculum positively celebrating cultural diversity and identities in our school community.

**Associated policies:** [SMSC policy](#)

### **British Values**

At Chalfont St Peter C of E Academy, we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We use teaching resources from a wide variety of sources to help people learn more about the diverse world around them. The election of leadership roles in school upholds the values of democracy, such as the election of house captains where the candidates give speeches followed by a whole school vote. Pupil voice groups such as the Pupil Leadership Team and the 'Wings' are also elected by their peers and give the pupils a voice to be listened to. Children learn to accept and respect opinions different to their own and across the curriculum, opportunities are provided for pupils to discuss, debate and consider differing points of view.

**Associated policies:** Personal Development Programme (in process)

## **Behaviour Curriculum**

Our Behaviour Curriculum promotes positive behaviour and wellbeing in our school. It encourages pupils to think about what makes CSPA a place where everyone wants to be, a place where you feel safe and a place where you feel included. This part of our curriculum allows all pupils to thrive, builds their sense of belonging and embraces inclusivity.

**Associated policies:** CSPA Behaviour Curriculum (in process)

## **Inclusion**

Our commitment to inclusion is a direct expression of our vision and the biblical mandate to ensure that every child has the opportunity to live life to the full. We actively remove barriers to learning and provide tailored support to meet the diverse needs of all pupils, including those with SEND, EAL, and disadvantaged backgrounds. This approach ensures that our Christian values of justice and compassion are lived out in practice, fostering an environment where every pupil is valued and empowered to flourish.

Teachers plan lessons so that all pupils can study every National Curriculum subject, wherever possible, and they make sure that there are no barriers to every pupil achieving.

**Associated policies:** SEND policy, Pupil Premium Strategy,

## **Enjoyment of reading and a love of books**

Promoting an enjoyment of reading and a love of books is integral to our curriculum. The use of exciting, stimulating and varied texts is a key feature across the school. Whilst ensuring effective progression and sequencing, our meaningful choices of texts and authors champion diversity and equality and challenge disadvantage and stereotyping.

**Associated policies:** [CSPA Reading Strategy](#)

## **Resources (including IT)**

We use a wide range of quality resources to support the curriculum. Pupils are actively encouraged to independently use resources to aid their learning, developing independent learning. To personalise, engage and motivate learning, we use IT to enhance learning across the school through the use of our dedicated Computing Suite with 30+ desktops, mobile technology including iPads, iPods and Chromebooks, subject specific software to complement learning in lessons alongside online resources and classroom-based resources.

## **Homework**

All children are given English-based and Maths-based homework in alternate weeks. These tasks at home are appropriate to the children's age and are intended to both consolidate and enhance the learning carried out at school and further develop their skills of independence and perseverance. We believe that homework set in the context of a positive partnership between school and home makes an important contribution to a child's progress at school.

**Associated policies:** [Homework Strategy](#)

## **Pupil voice**

Pupil voice and pupil choice is part of CSPA curriculum when children are consulted on what they enjoy learning, building on their interests and their prior knowledge and skills. Children are often asked to reflect on our CSPA

curriculum and make suggestions for further development. Subject leaders, school leaders and governors will regularly carry out our pupil voice sessions as part of work schedules and monitoring. All pupils are also asked to complete an annual survey and the Pupil Leadership Team will regularly gather feedback and views from the rest of the school to support their work in school development.

### **Enrichment (clubs, 'WOW' events, trips and activities, visitors and experts)**

In all year groups, opportunities will be taken to extend and enrich the curriculum beyond the statutory requirements through: use of our school grounds, the locality and surrounding areas, themed and traditional CSPA weeks (E.G Arts Week, Science Day, International Day/Evening), educational visits (day and residential trips), workshops and visitors, parental support and expertise.

Beyond the classroom and the school day, we provide a varied, enriching and exciting extra curricular clubs programme. Pupils take part in clubs which range from the creative, to subject extensions to sporting activities and to those that encourage them to pursue their interests, develop their talents and collaborate with others.

**Associated policies:** [Extra-curricular clubs timetable](#)

### **Learning Outside the Classroom**

At Chalfont St Peter Church of England School, we recognise that outdoor education contributes to the development of the whole child. Therefore we encourage children to: explore outside and make connections within their learning, ask and answer questions of both the man-made world and the natural world, reaching their own conclusions, show care and respect for all things and be inspired and motivated by the wonder of our world. These experiences serve an educational purpose through 'real-world' and meaningful learning whilst providing 'hands on' activities to increase confidence, social and communication skills, independence and sense of achievement.

## **3. Curriculum Impact**

### **Introduction**

We evaluate the impact of our curriculum not only by academic outcomes but by how well pupils embody our vision of living life to the full. Pupils develop as joyful, resilient and principled individuals who demonstrate strong moral character and the capacity to contribute positively to society. Our assessment and feedback practices support this holistic growth, ensuring pupils understand their progress and areas for development. The curriculum's success is reflected in pupils' readiness for the next stage of education and their ability to flourish beyond school.

CSPA children achieve well by developing knowledge and skills as they progress through the school. This is reflected in the results that are achieved at the end of Key Stage 2 where achievement is consistently above national and Buckinghamshire averages. Pupils make progress from their own starting points.

Teachers and leaders use the school's assessment information, both formative and summative, to support judgements on the impact our curriculum is having. Teachers provide effective and timely feedback both verbally and in writing to highlight strengths. We use 'Book Looks' to demonstrate the successful curriculum journey pupils make and pupil voice reinforces the children's knowledge, understanding and positive attitude.

CSPA pupils fully recognise and understand their own learning behaviours and what constitutes an effective learner. As a result pupils know how to use their learning and how to apply it in different contexts. Learning environments are industrious, exciting and there is a real 'buzz' in every classroom.

At the end of their four-year journey, CSPA pupils move on to their next stage of education fully prepared, confident and equipped to tackle any future experiences and challenges.

**Associated policies:** [Assessment Policy](#), [Feedback Policy](#)

## 4. Legislation

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](#)

This policy complies with our funding agreement and articles of association.

## 5. Roles and Responsibilities

**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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and 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 children 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- 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

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