



Be the Best You Can,
Guided by God

Our four Christian values that guide us

LOVE
HONESTY RESPECT
RESILIENCE

BOLNEY CEP SCHOOL

Curriculum Policy

Reviewed	September 2026
Next Review	September 2028

Our Whole-Child Vision:

Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish. Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

This vision has grown from our belief in the Bible verse:

"Do for other people what you want them to do for you."

Luke 6:31 International Children's Bible



BOLNEY CE PRIMARY SCHOOL

CURRICULUM POLICY

At Bolney CE Primary School we are continually striving to provide the best quality learning and teaching for every child in every class, every day, through a broad and balanced curriculum. We work collaboratively, as a staff and with children, to design learning experiences that engage all learners in meaningful experiences. We plan projects that have rich contexts using the world around us, quality texts, artefacts and role models to inspire all children. We aim to bring learning to life by linking our curriculum to the children's world and the world we live in. Learning at Bolney School goes beyond the classroom. Our pupils learn from the outside environment including the school grounds, our local area, and a range of trips as well as from visitors coming into school. We encourage children to share their experiences outside of school with us and their peers.

Our approach to learning and teaching is outlined in our Learning and Teaching Policy which supports this policy.

Our curriculum, which reflects our school's Christian vision and values and aims to prepare children for their future, is based on the National Curriculum along with the Relationship and Health Education curriculum. It is designed to provide access and opportunity for all children who attend the school. Through this broad and balanced curriculum we endeavour to develop a passion and lifelong love of learning; give opportunities to explore, question and investigate and enable all children to achieve their highest possible outcomes. Children start school with creativity, ingenuity, agility, adaptability and social ability, we aim to maintain and further develop these key qualities.

Vision

Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish. Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

Be the best you can, guided by God.

Values

Our four Christian values of love, respect, honesty and resilience are threaded through our curriculum which promotes and develops:

- a love of learning;
- honesty about our own learning and in our supportive feedback to each other;
- a positive attitude and growth mindset, where we keep trying;
- an environment of mutual respect for each other's right to learn.

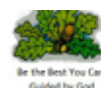
Purpose

The curriculum at Bolney Primary School will:

- promote high standards
- develop a wide range of skills and broaden our children's life experiences
- provide a broad and varied learning experience in every key stage
- promote a positive engagement with, and commitment to, learning
- enable our children to develop effective skills of co-operation and collaboration
- be relevant to our children and prepare them for the here and now and for their future
- help our children recognise that personal development is essential to wellbeing and success

The curriculum is planned over a two-year cycle due to the mixed age classes and each term, classes have a big enquiry question to drive their project. The class teacher decides on these questions with input from the children and each project has a subject driver, for example: History or Science and the termly characteristics are woven through, so that over the course of the year all ten are addressed.

BOLNEY C.E.P. SCHOOL



Two-Year Cycle - Long Term Plan Overview

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
VALUES	Vision and Values	Team Players Friends	Achievers Creative thinkers	Negotiators Risk Takers	Young Leaders Problem Solvers	Change Makers Critical Thinkers
UN Rights of a child article links	29-Aims of education 8- Identity 15-Setting up groups	12- Respect for children's views 2-No discrimination	13-Sharing thoughts freely 28-Access to education	14-Freedom of thought and religion	27-Food, clothing, a safe home	24-Health, water, food, environment
YrR/1 WILLOW Yr 2 BEECH	What is in my toybox?		Who encourages us to dream bigger?		Could fish live in trees?	
Yr3/4 HOLLY	What tools do we need to survive?		Did the Maya really sacrifice people?		How can we be a friend to nature?	
Yr5/6 SILVER BIRCH	Is there life after death?		What makes a place feel like home?		What makes someone British?	

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
VALUES	Vision and Values	Team Players Friends	Achievers Creative thinkers	Negotiators Risk Takers	Young Leaders Problem Solvers	Change Makers Critical Thinkers
UN Rights of a child article links	29-Aims of education 8- Identity 15-Setting up groups	12- Respect for children's views 2-No discrimination	13-Sharing thoughts freely 28-Access to education	14-Freedom of thought and religion	27-Food, clothing, a safe home	24-Health, water, food, environment
YrR/1 WILLOW Yr2 BEECH	How will the story end?		How would you change the world?		Can polar bears and penguins be friends?	
Yr3/4 HOLLY	What have the Romans ever done for us?		Are some places just too dangerous?		Am I courageous enough to try something new?	
Yr5/6 SILVER BIRCH	What makes a good friend?		How did World War 2 shape the world of today?		How should society be organised?	

Our curriculum is planned in three phases:

- Early Years and Key Stage 1 – Reception, Year 1 and Year 2;
- Lower Key Stage 2 - Year 3 and Year 4;
- Upper Key Stage 2 - Year 5 and Year 6.

Once a long term plan is agreed, a medium term plan is created which incorporates National Curriculum skills for each cohort which is particularly important as there are mixed age classes. A curriculum overview is shared and the class page on the school website keep families up to date with current learning. Weekly and daily lessons are planned following the school's Learning and Teaching Policy.

Year Group: 1 and 2 - Beech			Term and Year: Spring 1, 2023		Cycle: B	
Big Question	Other questions		Links to Bolney/21 st C	Key Vocab	Whole Class Reading Text	Key figures
Who Inspires Us?						
Links to Bolney characteristics	Project overview	Hook/Wow Starter	Project Outcome/Fantastic Finish	Driver Subjects	Other Core Texts	Visits / Visitors

Medium-term plans and/or skills and knowledge progressions outline the objectives to be taught over the year ensuring a progression of skills throughout the year and from year to year. They include use of our outside environment, local resources and the community, including St Mary Magdalene Church. Quality texts are used to inspire the children along with local, national or world issues.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, to identify support and what resources and activities we are going to use in the lesson. These plans include agreed elements but allow teachers to use a format that supports their preferred teaching style and is phase appropriate.

Some subjects are taught daily, weekly or fortnightly, others are taught in a focussed block as appropriate eg Design and Technology. As a guide, under normal circumstances, we expect English and maths to be taught daily, science and PE for 2 hours a week and RE for 1 hour a week. Personal, Social and Health Education including Relationships and Health Education is taught at least weekly. One subject can incorporate other subjects as it is important to ensure pupils experience the curriculum as a whole. There is flexibility in this timetable to meet the needs of the learners.

The Early Years curriculum is based on the Early Years Foundation Stage Profile. Opportunities for self-initiated learning and focussed teaching are planned into each day. See the EYFS Policy for further detail.

Leadership of curriculum subjects

Each national curriculum subject area, Personal, Social and Health Education including Relationships and Health Education and Early Years is allocated to a lead teacher (subject leader).

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure the curriculum positively impacts on all pupils' learning;
- support colleagues on issues related to the subject;
- ensure coverage and a progression of skills across each phase;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- to keep up to date with developments in their subject;
- ensure action planning is linked to whole school objectives;
- follow the Bolney subject leader essentials.

Monitoring and review

Named governors for each subject, Personal, Social and Health Education including Relationships and Health Education and Early Years liaise with the subject leaders of these areas to ensure they have the support and resources to effectively lead their subject. The named governor for and Special Educational Needs and Disabilities also ensures the SENDCo has the support and resources to effectively carry out their role ensuring children with SEND can access the curriculum and make appropriate progress.

The head teacher monitors the implementation of the curriculum and its impact on pupils through a variety of monitoring approaches. The findings are shared with the governing body and inform the school's development plan.