



Part of Minster Trust for Education



Curriculum Policy

Reviewed September 2025

Intent

At Holy Trinity C of E Infant School, we plan and deliver a broad, balanced, and vibrant curriculum, that is tailored to the needs of our pupils and our infant school context. Our Christian distinctiveness and values are woven throughout our curriculum, and embrace the awe and wonder in our world, with a strong focus on exploration, investigation, and asking big questions. Within language rich environments, our curriculum supports pupils to develop a love of learning, and to lay the foundations to become well rounded individuals and global citizens. As our school vision says, at Holy Trinity:

‘Together we grow to be the best that God created us to be.’

Vision & Values



Our school vision and values are deeply embedded into our everyday lives here at Holy Trinity. It is evident in our routines and procedures, our behaviour strategies, our teaching philosophy and pedagogy, and our curriculum.

Holy Trinity values: **Respect Responsibility Forgiveness Kindness Honesty**

Minster Trust for Education (MITRE)

As part of MITRE, we also align to the collective vision and values of the trust and providing our children with 'A MITRE Education'



Curriculum Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced.
- Enable pupils to develop knowledge, understanding of concepts, 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 and develop a love of learning.
- To actively explore diversity and a range of cultures through our curriculum.
- Ensure equal and equitable access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

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 bodies set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework. This policy complies with our funding agreement and articles of association.

Implementation - the way we teach at Holy Trinity

Our pedagogical approach is anchored in an explore and investigation methodology, with a strong focus on awe and wonder, big questions, and discussion/debate. We share very clearly with the children that Holy Trinity is a safe space to make mistakes, and that we often achieve our best learning when things do not go according to plan. We constantly strive to foster confidence in every child to 'have a go' as part of our holistic approach to education.

Over recent years we have increased discreet lessons in several curriculum areas to support the children's understanding about what they are learning and why. For example, we increased the time given to RE/Philosophy to a whole afternoon so that discussion and debate was not hampered.

Music, Science, Computing and PHSE are all discreet lessons rather than coming under the umbrella heading of 'topic afternoons', though these areas are still very much linked to topic themes.

We have a passion for ensuring our children develop the foundations to be responsible citizens with a desire to serve and contribute to their local community and further afield. This is achieved through our close links to the church and other community groups such as Connections, and the Local Council, and our links with the Mustard Seed Project, Mission for Water and Global Neighbours organisation.

Roles and responsibilities

The local governing body

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

The governing body 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 school implements the relevant statutory assessment arrangements.

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 body.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in strategic decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body 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 SEND.

Other staff

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

Holy Trinity is a very small school and teachers take on a number of different subject coordinator roles.

- Mrs Haxton-Gregory is leader of EYFS. Her coordinator roles are: English, Geography, History, Art & Design, Design & Technology
- Miss Johnson-Cooper is leader of KS1. Her coordinator roles are: Maths, Science, Computing, PE, Music, RE, PHSE/RSE
- Mrs Thompson is coordinator for: Assessment, Marking, SEND, Health & Safety, Safeguarding and Collective Worship.

Organisation and Planning

Holy Trinity has a three- year cycle of topics that caters for Year R, Year 1, and Year 2.

	Cycle 1	Cycle 2	Cycle 3
Autumn 1	<p>Pets and Ourselves</p> <p>How do we look after all creatures great and small?</p>	<p>Classic Fairy Tales</p> <p>Who's been living in the deep dark woods?</p>	<p>Superheroes</p> <p>What does it mean to be a Superhero?</p>
Autumn 2	<p>Inventors</p> <p>How do we become famous for more than five minutes?</p>	<p>Antarctica</p> <p>How do people and animals survive in the cold weather of Antarctica?</p>	<p>Explorers</p> <p>Where can and adventure take you?</p>
Spring 1	<p>Classic Fairy Tales and Castles</p> <p>Where do fairy tale characters appear?</p>	<p>Amazing Activists</p> <p>How can we make a difference?</p>	<p>Classic Fairy Tales</p> <p>Who might you see in the deep, blue sea?</p>
Spring 2	<p>Victorians</p> <p>What was it like to live in Victorian times?</p>	<p>Down On the Farm</p> <p>How is water used in farming around the world?</p>	<p>London</p> <p>How has London changed from 1666 to now?</p>
Summer 1	<p>Safari</p> <p>How does life in England compare to life in Africa?</p>	<p>China</p> <p>How does life in England compare to life in China?</p>	<p>Australia</p> <p>How does life in England compare to life in Australia?</p>
Summer 2	<p>Journeys</p> <p>What types of journeys do we go on?</p>	<p>At the Seaside</p> <p>Is the seaside the same now as it was in the past?</p>	<p>Being Eco and the Environment</p> <p>How can we take care of our wonderful world?</p>

Holy Trinity's EYFS follows the three yearly cycle of topics along with KS1 because our EYFS class can be a mixed class with Year 1 pupils if the school roll requires this.

We ensure that all EYFS learning goals are covered within each annual topic cycle.

However, our EYFS has the freedom to follow children's interests where appropriate. Please see the EYFS policy for further details.

As a school we may also make changes to the topics for special events taking place in the local area, nationally, or internationally, or for religious festivals.

Each subject area within the curriculum has:

- Intent, Implementation, and Impact overviews
- Progression maps through Early Years, Year 1 and Year 2
- A long-term plan of how its objectives are met within the topic cycles

Enrichment

At Holy Trinity we are very proud to be able to enrich our curriculum in several ways:

- A range of trips to parks: Rufford Park, Sherwood Pines, Sconce Park, Yorkshire Wildlife Park, Sundown Adventure Park
- A range of trips to farms: White Post Farm, Rand Farm, Ferry Farm, Hockerwood Farm, Field Farm
- Local visits to: Library, Grasslands, Southwell Minster, Holy Trinity Church, Methodist Church, Brackenhurst, Southwell Park.
- KS1 synagogue visit as part of RE.
- Year 2 swimming sessions at the local Leisure Centre.
- Year 2 Leavers' Sleepover.
- Caunton Tennis Festival
- Wow Days
- A range of workshops and visitors.
- Outdoor learning opportunities

Our trips, visits, and experiences are planned to support our curriculum aims in relation to subject related objectives, or to support the personal development of our pupils. Enrichment activities are accessible to all our pupils.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan and make adaptations to lessons so that pupils with SEND can access every National Curriculum subject, and the EYFS Curriculum, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned and make adaptations so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

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

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Learning walks
- Discussions with teachers/head
- Looking at planning and work in books
- Meetings with PAL groups

Subject leaders monitor the way their subject is taught throughout the school by:

- Peer observation
- Book scrutiny
- Moderation activities
- Discussions with teachers about planning, progression and delivery of lessons
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The Headteacher monitors the way the curriculum is taught in school through:

- Termly classroom observations
- Learning walks
- Book scrutiny
- Moderation activities
- Setting and reviewing teacher appraisal objectives relating to curriculum and outcomes
- Approving subject budget allowances for resources as required
- Ensuring that CPD is provided for staff to keep knowledge and skills up to date

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality policy
- Sex and Relationships policy

This policy will be reviewed every two years by the Headteacher in consultation with staff and governors.

Reviewed: September 2025

Next review: September 2027