



Southwick Primary School

Curriculum Policy

1. Introduction

Love, Learn, Grow

Southwick School was established in 1869 to provide an education rooted in religious and moral instruction for families in the parish. Today, our mission is to offer a loving, purposeful, inclusive, and non-discriminatory environment where all are valued and encouraged to persevere, fulfil their potential, and show respect for the world and one another.

Through a nurturing and values-led community, children develop the knowledge, skills, and qualities they need to become confident, responsible members of society. Reading is central to this journey—it opens doors to understanding, expression, exploration, and empathy.

Our vision is underpinned by the guiding principle:

"Do everything in love." – 1 Corinthians 16:14

This ethos—acting with love—shapes how we teach, how children learn, and how we relate to one another. Our goal is to nurture learners who are not only academically successful but also kind, courageous, thoughtful, and compassionate.

Our curriculum is designed to promote growth in all areas: academic, social, emotional, moral, and spiritual. It is founded on the values of respect, compassion, service, responsibility, forgiveness, and reflection. Through it, we foster curiosity, confidence, and a deep sense of purpose, encouraging all pupils to make a positive difference in the world.

Reading lies at the heart of our curriculum. It enables pupils to access learning, appreciate diverse perspectives, and develop the literacy skills essential for lifelong learning and active citizenship.

2. Curriculum Intent

Our curriculum is continually reviewed and developed to meet the needs of our children and to reflect the challenges and opportunities of an ever-changing world. At Southwick, the curriculum encompasses far more than traditional subjects; it includes everything that happens in school—from the moment children arrive in the morning until they leave at the end of the day. In fact, it extends even further through extra-curricular activities and home learning.

Our curriculum is carefully designed to meet the specific needs of the children at Southwick.

We believe our children will be the leaders, innovators, philanthropists, and role models of the future. To support this vision, our curriculum is built around a set of core values—resilience, honesty, positivity, compassion, respect, reflection, and forgiveness—chosen by the school community. With these values at the heart of their education, we believe our children will be empowered to use the knowledge and skills they gain effectively as they grow and flourish.

We aim to provide an ambitious, inclusive, and engaging education, shaped by our ethos of "doing everything in love," by:

- Supporting the development of the whole child—academically, socially, emotionally, physically, and spiritually—so that every pupil can thrive.
- Equipping pupils with the knowledge, skills, and character to make a positive contribution to their communities and society.
- Encouraging a strong sense of identity, integrity, and respect for people of all backgrounds.
- Celebrating individual strengths and fostering confidence, resilience, and compassion.

We encourage children to:

- Love learning and seek understanding through reading.
- Become advocates for fairness and justice, using their literacy skills to communicate effectively and persuasively.
- Reflect on their character, actions, and learning through both literature and shared values.

3. Legal and Statutory Framework

Our curriculum is fully aligned with the National Curriculum and statutory expectations, including:

- The Education Act 2002
- The Equality Act 2010

- The SEND Code of Practice (2015)
- The EYFS Framework
- Relationships and Health Education statutory guidance
- Statutory guidance for RE and Collective Worship

We also draw on resources and advice from the Diocese of Salisbury and the Church of England to support our identity as a values-based school.

4. Curriculum Implementation

The curriculum at Southwick is broad, balanced, and carefully sequenced, allowing children to build knowledge and skills over time while deepening their understanding of shared values and purpose.

Reading-Centred Curriculum

Reading is the foundation of learning at Southwick. It unlocks access to every subject and develops vocabulary, comprehension, critical thinking, and communication skills. It empowers children to become independent learners and confident contributors to the world around them.

Reading is embedded across the curriculum and the wider curriculum is embedded within reading. In maths, reading supports reasoning and problem-solving; in science, it supports inquiry and understanding of the natural world; in RE, it enables deep engagement with religious texts and stories; in history and geography, it brings the world and its past to life.

By prioritising reading instruction and embedding literacy strategies throughout all subjects, we ensure that children can access learning, express themselves, and develop the analytical skills necessary for success and growth.

Our 'Reading Journey', available on our website, outlines our approach in more detail.

Early Years Foundation Stage (EYFS)

In EYFS, children learn through play, exploration, and meaningful relationships. A love of reading is fostered through storytelling, phonics, and rich texts that reflect the world around them. Learning is rooted in curiosity, discovery, and joy.

Key Stages 1 and 2

We allocate curriculum time according to the needs and significance of each subject:

Taught Daily

- English (including reading, writing, grammar, punctuation, and spelling)

- Mathematics (including arithmetic and reasoning, supported by reading comprehension skills)

Taught Weekly

- Physical Education (PE)
- Religious Education (RE)
- Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE)

Taught in Termly Blocks

- Science
- Computing
- Design and Technology
- Geography
- History
- Music

Each of these includes reading and literacy components as relevant to the subject.

Organisation and Planning

Each subject has:

- **Medium/Long-Term Plans:** Showing how learning builds over time. These contain 'key questions'
- **Curriculum Maps:** Detailing progression in knowledge and skills, with vocabulary and reading prioritised
- **Knowledge Organisers:** Used to support memory, retrieval, and self-assessment
- **Skills Assessment Grids:** Helping teachers and subject leaders track and evaluate learning

Where appropriate, we use commercial schemes to support delivery, such as in Computing, while ensuring all content meets the needs of our pupils.

Enrichment

Enrichment enhances children's academic, personal, and social development. Rooted in our values, it helps pupils apply learning in real-world contexts and supports their holistic growth.

Examples include:

- Educational visits (two per year, one local and one further afield)
- Curriculum workshops and external visitors

- STEAM Week (with a literacy focus)
- Well-being Days (including mindful reading and reflection)
- Spirited Art Week (integrating literature and creativity)
- Collective Worship and shared reading
- Sports and arts performances
- Community and environmental initiatives
- Fundraising and awareness campaigns
- Drama and music productions

Reading is embedded in enrichment through storytelling, research, script reading, and personal expression.

5. Teaching and Learning

Teaching and learning at Southwick are rooted in inclusive, values-led practice. Lessons are designed to be engaging, responsive, and purposeful, supporting each child's academic and personal growth.

Our approach is guided by:

- **The Equamead Essentials**, which ensure high-quality teaching and learning across our Trust
- **Our Teaching and Learning Policy**, which outlines our principles in more detail

Key elements include:

- High-quality, inclusive teaching tailored to individual needs
- Differentiated support to ensure all children can access learning
- An emphasis on reading as a gateway to understanding, expression, and growth
- Opportunities for rich discussion, reflection, and questioning
- Promotion of global awareness through diverse literature
- Encouragement to persevere and embrace challenge, with texts offering models of resilience, hope, and courage

We use shared reading, storytelling, and whole-class texts to develop community, empathy, and a love of books. Feedback, behaviour management, and relationship-building are underpinned by mutual respect, compassion, and positive reinforcement.

6. Impact: Assessment and Reporting

Assessment is used to recognise achievement, inform next steps, and ensure all pupils make progress. Reading progress is a particular focus, as it underpins access to all areas of the curriculum.

We use:

- **Formative Assessment:** Day-to-day feedback, guided reading, and observation
- **Summative Assessment:** Termly tests, performance reviews, and reading analysis
- **Statutory Assessment:** Including EYFS baseline, Phonics Screening Check, and SATs

Progress is shared regularly with families, along with guidance for supporting reading at home. We also gather pupil reflections on personal growth, behaviour, and well-being.

7. Inclusion and Equal Opportunities

We are committed to ensuring that every child feels welcome, supported, and empowered to succeed.

This includes:

- Targeted support for pupils with SEND, EAL, and other additional needs
- Access to appropriate reading materials and formats for all learners
- Inclusive teaching that reflects diverse experiences and cultures
- Literature and library resources that celebrate identity, fairness, and inclusion

All children are given the opportunity to contribute meaningfully to school life and share their own stories and experiences.

8. Roles and Responsibilities

Governing Body

- Ensures curriculum reflects the school's vision and values
- Holds leaders to account for curriculum quality and compliance

Headteacher

- Leads curriculum design and implementation
- Ensures inclusive practice and a reading-rich environment

Senior Leadership Team (SLT)

- Oversees planning, quality assurance, and staff development
- Monitors reading progress and promotes consistent approaches

Subject Leaders

- Promote high-quality teaching in their subject
- Identify opportunities to embed reading across the curriculum

Class Teachers

- Plan and deliver engaging, values-led lessons
 - Provide daily reading instruction and model a love of learning
 - Support personal, academic, and character development
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9. Monitoring, Evaluation, and Review

We evaluate curriculum effectiveness through:

- Lesson observations and learning walks, with a focus on reading
- Book scrutiny and planning reviews
- Feedback from pupils, parents, and staff
- Subject leader reviews of curriculum delivery and reading provision
- Diocesan and SIAMS evaluations

We measure success through pupil outcomes, personal development, and evidence that children are living out the school's core values.

10. Communication and Parental Engagement

We value families as essential partners in the learning journey.

We:

- Share curriculum maps and reading expectations each term
 - Host workshops and sessions to support reading at home
 - Celebrate pupil achievements through events and communication
 - Encourage home learning grounded in curiosity, kindness, and reflection
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11. Resources

We invest in high-quality resources to support learning, including:

- High-quality books, reading schemes, and digital platforms
- Texts that reflect a range of cultures, faiths, and experiences
- Literature that supports personal development and moral understanding

- Professional development for staff, including reading instruction and phonics
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12. Policy Review

- **Approved by:** Governing Body
 - **Date of Implementation:** 1st September 2025
 - **Next Review Due:** 1st September 2027
 - **Linked Policies:** RE Policy, Collective Worship Policy, SEND Policy, Behaviour Policy, Vision and Values Statement, Reading Policy, Teaching and Learning Policy
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