



Curriculum Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

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1.0 Curriculum Aims

Our aim is for every pupil to flourish academically, socially and personally through a challenging and engaging knowledge-based curriculum. The ambition of the curriculum begins in Early Years and sets out the knowledge and understanding that pupils acquire during their time in each school.

Our curriculum matches the ambition of the National Curriculum, and Early Years Framework, and outlines the aims of our educational programmes including:

- The knowledge and understanding to be gained at each stage;
- Translating that framework over time into a structure, narrative and with subject specific pedagogy;
- Evaluating what knowledge and understanding pupils have gained, including achievement in statutory assessment.

This policy sets out our vision with respect to the purpose, organisation and aims of the curriculum. The curriculum is central to ensuring the highest possible expectations for the pupils, staff and communities we serve. It is at the heart of our core purpose: 'Broadening Horizons Together'. In line with Coastal Learning Partnership's vision that individual schools are empowered to serve their local families and communities, the core approach to curriculum development is that each school will develop a curriculum to meet its local need. However, each school will do so with full adherence to relevant Trust-wide principles and other shared agreements. All schools will engage with, and contribute to, Trust-wide curriculum development and Trust advisors will facilitate such activity to accelerate and inspire curriculum development at each school. The extent of a school's autonomy in curriculum development and curriculum decision-making will be proportionate to the effectiveness and positive impact of each school's curriculum. Where a school's curriculum is ineffective, Trust central staff may be more directive and prescriptive with curriculum decision-making, in accordance with the school improvement strategy.

In this document, the term curriculum is used with two meanings in mind. Firstly, to mean the curriculum in terms of the offer of subjects which our pupils will encounter. It is also used to mean the substance of pupils' education: the knowledge, skills and understanding which we expect our pupils to learn during their time in school, including how this is selected and sequenced. The intended meaning in each case will usually be clear from the context.

2.0 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 follow. In addition, this policy acknowledges the requirements for promoting the learning and development of pupils as set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

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 [Governance Handbook](#).

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

3.0 Roles and responsibilities

3.1 The Trust board

The Trust board will monitor the effectiveness of this policy and hold executive leaders to account for its implementation. The Trust board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Provision is made for pupils with different abilities and needs, including pupils with special educational needs and/or disabilities (SEND), and EAL, to access the full curriculum;
- Schools undertake relevant statutory assessments.

3.2 The Local Governing Body

The Local Governing Body is responsible for holding the headteacher to account for the implementation and impact of this policy by:

- Checking that curriculum plans reflect the local context and are published to the school website;
- Checking the curriculum is being delivered through planned quality assurance activity;
- Holding the headteacher to account for the impact of the curriculum.

3.3 Headteacher

The headteacher is responsible for implementation of the policy, ensuring it is adhered to and that:

- An overview of the taught content of the curriculum in each academic year for every subject is published to the school website;
- All required elements of the curriculum are taught in the agreed sequence;
- The amount of time provided for teaching the required elements of the curriculum is sufficient;
- Requests to withdraw pupils from subjects are managed sensitively and in line with statutory guidance;
- The school complies with all duties associated with statutory assessment;
- The Local Governing Body is provided with the information it needs to check the breadth and balance of the curriculum;
- Appropriate advice is given to the Local Governing Body when considering whole-school targets;
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEND, EAL and those eligible for pupil premium funding;
- There is sufficient expertise across the staff group to lead development of aspects of the curriculum as a whole.

3.4 Curriculum Leaders and Subject Leaders

Curriculum leaders and subject leaders are responsible for implementation of their school's curriculum.

They will ensure that, for each subject, they:

- Ensure that subject planning is regularly reviewed and in line with planning expectations as set out in the curriculum policy;
- Carry out reviews of teaching and learning;
- Ensure consistency between the planned and delivered curriculum and outcomes in pupils' books;
- Check pupils can recall taught knowledge;
- Carry out analysis of data, where this will be useful;
- Keep abreast with latest curriculum pedagogy and developments;
- Participate in Trust subject and curriculum reviews;
- Engage with the Trust external Challenge Partner;
- Inform parents of the content of the curriculum, through the school's website.

3.5 Head of Learning and Achievement and School Improvement Team

The Head of Learning and Achievement and School Improvement Team will support and challenge school leaders and teachers to achieve the aims of the curriculum through:

- Facilitating networking and opportunities to share best practice between schools to accelerate and improve curriculum development in each school;

- Monitoring the implementation and impact of the curriculum through the Trust’s School Improvement Strategy;
- Ensuring provision of high quality continued professional development is available to school leaders and teachers through the Trust’s training offer;
- Quality assuring academic targets for sufficient stretch and challenge;
- The Head of Learning and Achievement will hold the Headteacher to account for curriculum impact, over and above the challenge provided by the Local Governing Body.

4.0 Organisation and planning

Each school will implement an ambitious curriculum that helps pupils to achieve high standards and make excellent progress. Each school’s curriculum will be designed to ensure that pupils develop a deep understanding across a range of subjects and will align fully with the National Curriculum and Early Years Foundation Stage Framework. Learning will be sequenced in such a way that pupils are provided with opportunities to recall and retrieve previous learning so that knowledge is fully embedded in their long-term memory. Schools will enrich their curriculums through planning for carefully chosen trips and workshops, which will give pupils experiences that bring knowledge to life and enable them to build the necessary cultural capital they need to become successful and well-educated citizens.

Effective assessment will be used so that pupils know when and how they have done well; it will identify areas of development and support pupils to know where they may need to improve. The implementation of the curriculum in all subjects will allow for a range of assessment activities including assessment for learning throughout every lesson. School leaders and teachers are expected to use their knowledge of the pupils and their starting points to make suitable adaptations to the curriculum. This will ensure that each school’s curriculum is personalised and suitable for the pupils in their care, ensuring the necessary building blocks are implemented.

School leaders and teachers are expected to engage with research-based guidance regarding the elements of best teaching practice which we know makes the most difference to pupils’ learning. Coastal Learning Partnership have developed a set of Principles for Effective Teaching and Learning Practice, which should be evident within classroom practice (see Appendix 1). These principles have been developed based on the work of Rosenshine, and other education theorists, and aim to support all teaching staff with developing their understanding of pedagogy.

4.1 Curriculum Intent

Coastal Learning Partnership celebrates the fact that every school is different. Each school delivers the National Curriculum but the curriculum offer is tailored to make the most effective use of the school’s locality and to meet the needs of its pupils. Each school should devise their own over-arching curriculum intent statement which clearly articulates the goals and vision for their curriculum. This curriculum intent statement should link to the school’s own values but also have synergy with the aims of the Trust Curriculum Policy.

Each subject will set out its long term (progression) plan for each year group. This shows the content to be taught across a series of units or topics in each term. These documents will outline smaller components of learning. Key learning, which we aim for all pupils to know and remember, will be clearly identified. Each subject area will keep these plans under continuous review.

Subject medium-term (or unit) plans will carefully sequence the specific skills, knowledge and vocabulary which we want pupils to learn. These plans will include details about how new learning links to previous learning. Schools should consider links to reading and enrichment opportunities. Community schools are encouraged to consider opportunities for spiritual development within the curriculum; schools with a distinctive Christian character are required to do so.

Short-term plans will set out the specific learning and assessment for each session that will be taught within a unit of learning. These plans will include detail about how knowledge and skills will be assessed, and how pupils who require support - to access the curriculum successfully - will be supported. The plans will also show how learning will be deepened for pupils who require further challenge. The Trust's Principles of Effective Practice should be considered when planning the structure of each session and when selecting the tasks and activities that pupils will engage with.

4.2 Developing literate and numerate pupils

English is a 'golden thread' that runs through each school's curriculum, ensuring that all pupils:

- Apply phonic knowledge and skills to read and spell accurately;
- Develop a love of reading;
- Write accurately and succinctly for a variety of audiences and purposes;
- Speak eloquently and confidently.

It is vital that pupils are literate so that they can flourish, thrive and access the next stage of their education. Across all schools, a strong emphasis will be placed on the teaching of systematic synthetic phonics and the development of early reading, through the selection of bespoke resources and interventions. In addition, a clear emphasis on the teaching of word reading, as well comprehension, will support pupils to become fluent and confident readers. All pupils are expected to read widely and access a diverse range of high quality and aspirational texts, which are selected through carefully planned curriculum mapping.

All schools will embed a focus on writing across their curriculum, encompassing a range of purposeful texts and genres so that pupils are exposed to the best that has been written and said. Schools will ensure early focus on transcription skills, prior to composition. Pupils will be taught to write clearly and coherently, adapting their language and grammatical choices for a range of contexts, purposes and audiences.

Pupils will also build confidence in communication skills, not only for their time in school but also to prepare them for life beyond school. The development of language and oracy is at the forefront of the curriculum. Each school will ensure pupils have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences.

Mathematics is essential for everyday life. A high-quality mathematics curriculum ensures that all pupils:

- Become fluent in the fundamentals of mathematics;
- Reason mathematically using mathematical language;
- Can solve problems by applying their understanding of mathematics to a variety of problems.

Age-appropriate mathematical skills are embedded across each school's curriculum. The maths curriculum is built in such a way that pupils revisit knowledge and build mathematical fluency over time. Where appropriate, a mastery approach to the teaching of mathematics supports all pupils to develop a depth of understanding.

Each school will adhere to the Trust's long-term English and maths curriculum intent - however implementation will be varied to reflect each individual school's context.

4.3 The Wider Curriculum

Each school's curriculum will enable pupils to deepen their understanding of the key learning within each curriculum area and develop knowledge through carefully sequenced units of work. Specific vocabulary is identified, sequenced and taught explicitly, enabling pupils to have the necessary language to communicate both verbally and in written form in each subject area.

Across key stage one and two, most subjects will be taught discretely, with careful planning which ensures that knowledge gained in one subject will enhance and support the learning in another. This approach supports the pupils to gain a more in-depth knowledge and understanding and make connections between their learning.

See Appendix 2 for an overview of available planning and resources to support teaching of the wider curriculum.

4.4 Mixed-age Curriculum

Smaller schools will often have mixed age classes in order to deliver an efficient education for all pupils. Where classes are mixed, foundation subjects will be taught on a cyclical basis. The length of the mixed-age programme must allow each pupil full access to the requirements of the national curriculum. For example, if there are two-year groups in the class, there will need to be a two-year rolling programme.

Mixed-age classes will have clear pathways for each group and effective strategies for planning and teaching. Planning will set out expectations for pupils of all ages and outcomes will be considered so that there are appropriate levels of support and challenge available. Schools with mixed age classes will consider the specific mixed-age pedagogies that they will implement for each age range and subject.

School leaders will ensure that procedures are in place to ensure teachers know what pupils have already learned and what should come next in their learning. Teachers will prioritise and establish effective formative assessment to guide pupils' learning and ensure appropriate pace and learning points for each age group.

4.5 Early Years

Where there is Early Years provision the curriculum followed is informed by latest version of the EYFS statutory framework. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building pupils' capacity to learn, form relationships and thrive.

Within the curriculum in Early Years, there is careful sequencing in order for pupils to build learning over time. A range of pedagogical approaches are used including pupils learning through play, by adult modelling, and by pupils observing each other. Group work and guided learning is planned within a purposeful learning environment both indoors and outdoors. Within planning and guiding what pupils will learn, the three characteristics of effective teaching and learning are incorporated, these being playing and exploring, active learning and creating and thinking critically. Schools should have an aspirations-led curriculum that should be reviewed annually to reflect the needs of each cohort. The curriculum should enable most pupils to meet all early learning goals; however, early learning goals should not drive curriculum design.

4.6 Curriculum Implementation

School leaders will embed a learning culture that ensures that lessons are engaging and suitably scaffolded so that all pupils are able to access the curriculum content, and are able to spend the large majority of time in lessons working independently.

Teachers will plan learning that allows pupils to embed and recall knowledge through techniques such as interleaving of topics and spaced retrieval practice.

Lessons will include a small step approach where pupils are guided through their learning, including key elements outlined in The Principles of Effective Practice (Appendix 1).

4.7 Personal Development

The Trust is committed to improving the life chances and aspirations of pupils. With a focus on building character and resilience, schools will ensure pupils have access to a wider curriculum which provides numerous opportunities in sport, creativity, performing, cultural experiences, volunteering and charity. Pupils will be provided with opportunities that show that learning is linked to the real world and experiences. An extensive enrichment and extra-curricular programme should support the development of pupils into well-rounded citizens. Links with local and national business enrich the curriculum offer and help to contextualise learning.

Our curriculum will develop pupils' personal development by:

- Promoting the spiritual, moral, social, and cultural (SMSC) development of all pupils;
- Preparing pupils to appreciate diversity and tolerance as fundamental values within modern British society;
- Preparing pupils effectively for the next stage of their education;
- Ensuring pupils develop a thorough understanding of how to keep themselves safe;
- Making provision for highly effective personal, social, health and economic education (PSHE);
- Incorporating relationship education (RSE) appropriate to age and key stage, taking account of DfE guidance on sex and relationship education;
- Building pupils' character.
- Schools should consider the subject-specific ways in which the curriculum can contribute to pupils' personal development.

4.8 Professional Development

A focus on continuous curriculum review and professional development will strengthen the skills and expertise of teachers and leaders. The Trust will provide a robust training offer, which is research-informed and will support curriculum design and teaching and learning developments. Schools will engage with training and embed key learning points.

Collaboration is a strength of our Trust. Schools will share their expertise, skills and resources for the benefit of all in the Trust.

The Trust will provide schools with an online platform in which up to date curriculum planning, resources and training materials will be available. Schools should contribute to the development of this platform.

5.0 Inclusion

Coastal Learning Partnership is dedicated to ensuring that our curriculum is accessible and inclusive for all pupils and supports them to become successful learners and to develop into young people of whom the family, school, Trust and community can be proud.

Equity and diversity is promoted through a fully inclusive curriculum. This is achieved by:

- The promotion of equality of opportunity;
- The teaching of the fundamental British Values of tolerance and respect throughout the curriculum;
- Challenging discrimination and stereotypes in all areas of the curriculum;
- Monitoring the curriculum and personal development provision to ensure that it is representative and inclusive of a diverse range of individuals, religions and cultures;
- Ensuring that the curriculum is planned and delivered in such a way that all pupils are able to access the core knowledge and make rapid and sustained progress;

- Having high aspirations to close gaps in attainment and progress between all pupils and groups of pupils, in particular those classed as disadvantaged, SEND, LAC, EAL and pupils from minority ethnic groups.

The curriculum is designed to provide access and opportunity for all pupils. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Teachers must make best endeavours to plan lessons so pupils with SEN and/or disabilities can study the full curriculum. Where possible, scaffolding will be used to enable all pupils to access the same learning as their peers. Adaptations and responsive teaching strategies will be selected based on professional judgement and assessment. School leaders and teachers will decide when it is necessary to adapt the curriculum to meet the needs of individuals, for example through bespoke provision; this must be needs driven and undertaken in consultation with parents / carers.

School leaders and teaching staff must set high expectations for all pupils. It is expected that staff will use appropriate assessment to set ambitious targets and plan challenging work for all groups of pupils.

Teaching staff will consider the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6.0 Curriculum Impact

An effective curriculum will impact widely on the outcomes achieved by pupils. Our curriculum will:

- Ensure pupils know more, remember more and can do more;
- Ensure pupils make at least expected progress from statutory assessment points, with some making better than expected progress;
- Ensure that pupils are ready for the next stage of their education;
- Enable all pupils to fulfil their potential;
- Meet the needs of pupils;
- Allow pupils to acquire an appreciation and respect for their own and other cultures;
- Help pupils develop a life-long love of learning.

7.0 Curriculum Review

Curriculum development is on-going and a part of self-review. Every school's cycle of self-review and improvement planning will include the curriculum as a core focus area. Schools are responsible for determining and implementing their curriculum and approach to assessment. Monitoring of the quality of teaching and learning will include a significant focus on measuring the knowledge retained by pupils. Quality of teaching is equal with the depth of retention.

The curriculum delivered in each subject will be reviewed regularly by school senior leaders and subject leaders to ensure that the intended curriculum is delivered, pupils are sufficiently challenged and that the sequence of delivery ensures pupils are accumulating knowledge.

8.0 Policy Review

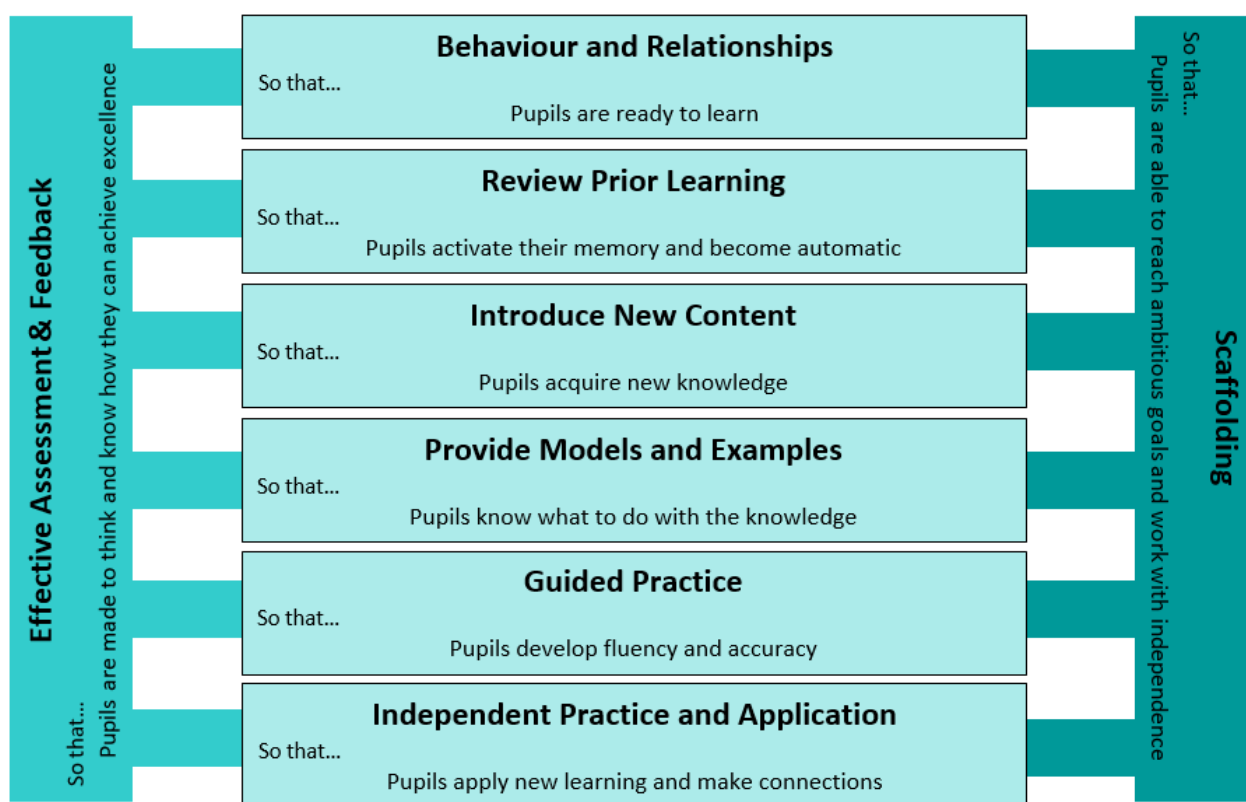
This policy will be reviewed on a three yearly basis by the Trust Board. The policy will then be adapted as necessary.

Appendix 1

Coastal Learning Partnership's Models for Effective Teaching Practice

Coastal Learning Partnership is committed to ensuring pupils have access to the best education possible. We aim to achieve this through creating an aspirational achievement culture where curriculum content is carefully designed and planned to enable all pupils to access the curriculum. Coastal Learning Partnership also aims to develop highly effective learning behaviours and attitudes within its pupils so that they are well prepared for their futures.

This research-based guidance is designed to support schools with implementing the elements of teaching and learning practice which we know will make the most difference to pupils' learning. Coastal Learning Partnership recognises that effective teaching and learning takes place when school leaders and teaching staff are deliberate about what they teach and how they do it. We recognise that we must always reflect accurately on our practice and make effective improvements and refinements as a result.



[CLP's Model for Effective Teaching Practice.pdf](#)

[CLP Curriculum Access Scaffolds.pdf](#)

Coastal Learning Partnership's Curriculum Intent

An overview of available subject-specific Trust curriculum intent and guidance, as well as school-level curriculum responsibilities.

Published schemes and resources that are used should be carefully considered and tailored for use in the context of the individual school. Progression documents produced by the Trust are available on the Trust intranet site.

(R) = schools are required to cover the content within these curriculum documents

English: Reading	
Trust-wide curriculum documents available	CLP progression document for reading (R) Medium term planning guidance and template
School responsibilities	Schools will develop their own medium-term planning for reading.
Approved published schemes and resources	CLPE Power of Reading Literacy Shed Oxford Owl Reading Plus

English: Phonics	
Trust-wide curriculum documents available	N/A
School responsibilities	Schools will implement their own choice of systematic synthetic phonics (SSP) programme. Schools without an embedded scheme, where there is a concern with pupil outcomes, should look to implement a validated phonics programme.
Approved published schemes and resources	Essential Letters and Sounds Little Wandle Letters and Sounds Read, Write Inc. Super Sonic Phonics Friends

English: Writing	
Trust-wide curriculum documents available	CLP progression document for writing (R) Spelling appendix (R) Grammar appendix (R) Medium term planning guidance and template CLP spelling progression Suggested outcomes for Year 6 writing (this document will be developed following a review of successful outcomes each academic year)
School responsibilities	Schools will develop their own medium-term planning for writing.
Approved published schemes and resources	Talk for writing

English: Spoken Language	
Trust-wide curriculum documents available	CLP progression document for spoken language (R)
School responsibilities	Schools will embed spoken language into their own medium-term planning for English. Schools should develop a comprehensive oracy curriculum that supports pupils whose first language is not English.
Approved published schemes and resources	Talk for writing

Mathematics	
Trust-wide curriculum documents available	CLP progression document (R) Unit overview linked to the White Rose scheme Medium term planning, which includes the White Rose small steps of learning (R) Calculations and representations policy Facts for automaticity
School responsibilities	Schools following the White Rose scheme of learning will need to amend this to include additional fluency practice. Schools will develop guidance for the teaching of times tables.
Approved published schemes and resources	Times Tables Rock Stars and Maths Frame will be used to support practice and assessment of times tables. Number fluency programmes: - Number Sense - Mastering Number Programme - Fluency Bee White Rose NCETM Ready to Progress resources Planpanion (<i>previously Deepening Understanding</i>) Third Space Learning Primary Stars N-Rich

Science	
Trust-wide curriculum documents available	CLP progression document Unit overview with suggested scientific enquiries
School responsibilities	Schools will follow a clear sequence of learning, which includes medium-term and short-term planning.
Approved published schemes and resources	Hamilton STEM learning

Art	
Trust-wide curriculum documents available	CLP progression document Unit overview with suggested artists

School responsibilities	Schools will follow a clear sequence of learning, which includes medium-term and short-term planning. This may be provided by a scheme.
Approved published schemes and resources	Kapow Access Art Drawing Club

Computing	
Trust-wide curriculum documents available	CLP progression document, linked to the Kapow scheme of learning
School responsibilities	Schools will follow a clear sequence of learning, which includes medium-term and short-term planning. This may be provided by a scheme.
Approved published schemes and resources	Kapow Teach Computing Purple Mash Scratch Project Evolve

Design Technology (DT)	
Trust-wide curriculum documents available	CLP progression document Unit overview with suggested outcomes
School responsibilities	Schools will follow a clear sequence of learning, which includes medium-term and short-term planning. This may be provided by a scheme.
Approved published schemes and resources	Kapow Projects on a Page

Geography	
Trust-wide curriculum documents available	CLP progression document Unit overview with suggested localities
School responsibilities	If used, schools will need to amend the CLP progression to ensure that local studies are included. Schools will follow a clear sequence of learning, which includes medium-term and short-term planning.
Approved published schemes and resources	The Geographical Association

History	
Trust-wide curriculum documents available	CLP progression document Unit overview with suggested key individuals and events
School responsibilities	If used, schools will need to amend the CLP progression to ensure that local studies are included. Schools will follow a clear sequence of learning, which includes medium-term and short-term planning.
Approved published schemes and resources	The Historical Association

Modern Foreign Languages	
Trust-wide curriculum documents available	CLP French progression document CLP Spanish progression document Unit overviews
School responsibilities	Schools will implement their own choice of language in key stage two, choosing either French or Spanish. This decision should be informed by languages taught at local secondary schools. Schools will follow a clear sequence of learning, which includes medium-term and short-term planning. This may be provided by a scheme.
Approved published schemes and resources	Kapow Primary Languages Network Language Angels

Music	
Trust-wide curriculum documents available	CLP progression document
School responsibilities	Schools will follow a clear sequence of learning, which includes medium-term and short-term planning. This may be provided by a scheme.
Approved published schemes and resources	Kapow Charanga

Physical Education (PE)	
Trust-wide curriculum documents available	CLP progression document Unit overview with suggested sports
School responsibilities	Schools will follow a clear sequence of learning, which includes medium-term and short-term planning. This may be provided by a scheme.
Approved published schemes and resources	Complete PE Get Set 4 PE Primary PE Planning

PSHE, including RSE	
Trust-wide curriculum documents available	CLP RSE policy and guidance
School responsibilities	Schools will implement the SCARF or Jigsaw curriculum and scheme of learning. These schemes cover the statutory requirements of the RSE curriculum . (R) Schools must complete a parent consultation for any curriculum content which is different to the framework. (R) Schools will have a school-specific RSE policy. (R) Schools will ensure that other RSE content to be taught, as outlined in the Trust RSE policy , is planned into the school's curriculum. (R)
Approved published schemes and resources	SCARF Jigsaw

Religious Education (RE)	
Church schools	<p>Voluntary Controlled church schools should use the locally agreed syllabus, using Understanding Christianity and/or The Emmanuel Project as a resource alongside this. (R)</p> <p>Voluntary Aided school governors can determine what syllabus the school uses, although it is recommended that they use the locally agreed syllabus supplemented with teaching resources such as Understanding Christianity and/or The Emmanuel Project. (R)</p> <p>Church schools will also teach other religious and non-religious world views, ensuring that the majority of the taught RE curriculum is Christianity. (R)</p>
Non-denominational schools	<p>BCP schools will follow the agreed syllabus for Religious Education for Bournemouth, Christchurch and Poole 2023-2028: REfocus. (R)</p> <p>Dorset schools will follow the locally agreed syllabus. (R)</p> <p>Schools will supplement their curriculum using approved schemes and resources.</p>
Approved published schemes and resources	<p>Understanding Christianity</p> <p>Emmanuel Project</p> <p>Discovery RE</p> <p>Jigsaw RE</p> <p>REfocus (BCP)</p>