Wharncliffe Side Primary School Curriculum Policy

Nurturing confidence, nurturing potential, nurturing success

1. Curriculum Vision & Intent

At Wharncliffe Side Primary School, we have designed an ambitious, inclusive, and bespoke curriculum to nurture confidence, nurture potential, and nurture success in every child.

Through inclusive practice and high expectations, we ensure that all pupils — regardless of background, need, or starting point — can access a rich, knowledge-led curriculum that enables them to thrive academically, socially, and emotionally.

We nurture confidence by fostering independence, reflective learning, and meaningful leadership opportunities. Through self and peer assessment, pupil leadership roles, and structured opportunities to contribute to school life, children develop self-belief, responsibility, and resilience. Reading and discussion activities further support confidence, giving children the skills to articulate ideas and share knowledge clearly.

We nurture potential through ambitious, engaging, and carefully sequenced learning experiences that broaden horizons and deepen understanding. Our curriculum promotes curiosity, a love of learning, and a passion for reading. Oracy is embedded across the curriculum so that pupils can discuss, debate, and present their learning effectively, developing communication skills alongside academic knowledge.

We nurture success by prioritising healthy bodies and healthy minds, recognising that wellbeing underpins achievement. Through strong partnerships with families and carers, meaningful connections to our local area, and opportunities to contribute to charitable and community initiatives, pupils develop a deep sense of belonging and social responsibility.

Our curriculum is shaped not only by the National Curriculum but by our belief that education must nurture character as well as knowledge. Our Core Values — the 7 Rs — are central to everything we do:

- **Resilience**
- **Resourcefulness**
- **Reflectiveness**
- **Relationships**
- **Risk-taking**
- **Respect**
- **Responsibility**

These values are interwoven throughout our curriculum; they are not an addition to it — they define it.

Valuing the Whole Child

Alongside academic learning, our curriculum places equal importance on developing the whole child. We aim for pupils to grow as creative, confident, and well-rounded individuals, able to think independently, solve problems, and make thoughtful choices. Our curriculum nurtures imagination, collaboration, emotional understanding, and expressive communication across a diverse range of subjects and experiences.

Extra-curricular activities and enrichment opportunities play a vital role in this wider development. Through clubs, creative projects, outdoor learning, sporting opportunities, and special events, pupils explore new interests and develop confidence beyond the classroom. Educational visits — including local trips, community projects, and residential experiences — broaden pupils' horizons, deepen their understanding of the world, and help them build independence, teamwork, and resilience.

Through this rich balance of academic study, personal development, creative experiences, and real-world learning, we support pupils to become curious thinkers, expressive communicators, and responsible members of their community. Our approach ensures that children develop the knowledge, character, and wider skills they need to flourish in school and beyond.

Our curriculum supports pupils to:

- Be included and respected for who they are
- Express their ideas and contribute meaningfully to school life
- Build strong connections with their local community and understand their role in the wider world
- Engage fully in learning and enrichment activities, including reading, discussion, and presentation opportunities
- Develop healthy bodies and minds
- Aspire to achieve academically, socially, and personally

This vision underpins our curriculum intent, implementation, and impact, ensuring that what we teach, how we teach it, and the outcomes we seek reflect our commitment to equity, high-quality knowledge, wellbeing, oracy, reading, and high aspiration for every child.

2. Curriculum Implementation

2.1 Curriculum Design

Our bespoke curriculum meets the specific needs of our pupils while ensuring full coverage of the National Curriculum. Core subjects — English, Mathematics, and Science — provide essential knowledge and skills that enable children to access the wider curriculum confidently.

We use a selection of carefully planned, topic-based approach or discrete subject teaching. Each topic lasts approximately eight weeks and includes a clear History or Geography focus, ensuring strong disciplinary progression while broadening pupils' horizons and inspiring curiosity. Learning

draws on local and national events, including aspects of Sheffield's history, to strengthen cultural capital and community identity. Cross-curricular links are used to enrich learning without compromising subject integrity. Where appropriate, subjects are taught discretely to ensure depth, progression, and clarity of disciplinary knowledge.

In accordance with legal requirements and the local authority framework, our school fulfils this obligation by adopting and implementing the Sheffield Agreed Syllabus for Religious Education 2024–2029, issued by the **Sheffield Standing Advisory Council on Religious Education (SACRE)**.

Reading and oracy are embedded throughout all subjects, supporting comprehension, vocabulary development, communication skills, and confidence.

2.2 Sequencing, Retrieval and Building on Prior Knowledge

Our curriculum is coherent, cumulative, and carefully sequenced. Concepts, vocabulary, and disciplinary knowledge build progressively over time. Teachers:

- Activate prior knowledge
- Use retrieval practice
- Revisit key vocabulary
- Apply knowledge to new contexts
- Address misconceptions promptly

2.3 Inclusion and SEND

Inclusion is central to our curriculum. Adaptive teaching enables all pupils, including those with SEND, to access the same ambitious learning. High expectations, scaffolding, and targeted support promote independence and confidence. Reading and oracy approaches are adapted to ensure all pupils can engage meaningfully.

2.4 Early Years Foundation Stage

Reception pupils engage with whole-school themes at an age-appropriate level while being assessed against the Early Learning Goals. Early language, reading, mathematics, and personal development form the foundation of learning. The 7 Rs are introduced through play, modelling, and reflection, supporting confident and articulate learners from the outset. See Reception Curriculum for 2026-2027 for more details.

2.5 Enrichment, Wellbeing and Community

Our curriculum promotes curiosity, engagement, and lifelong learning. Enrichment opportunities — including visits, visitors, creative projects, and community involvement — enhance understanding and strengthen cultural capital. Structured roles such as school council, peer mediators, and sports leaders nurture independence, responsibility, and confidence.

Physical and mental wellbeing are prioritised through PE, PSHE, and daily school life. Pupils are encouraged to embrace challenge, take risks, and build resilience in a supportive environment.

Reading and oracy are woven into enrichment, helping pupils reflect on experiences, present ideas, and communicate effectively.

3. Curriculum Impact

The impact of our curriculum is evident in pupils who:

- Demonstrate secure, connected knowledge across subjects
- Use subject-specific vocabulary confidently
- Show resilience, reflectiveness, and responsibility
- Reflect thoughtfully on learning and understand their next steps
- Take ownership of their progress and demonstrate independence
- Build positive relationships founded on respect and empathy
- Engage meaningfully with their community
- Develop strong reading, comprehension, and oracy skills
- Make strong progress from their starting points, including those with SEND

By the end of Year 6, pupils leave Wharncliffe Side Primary School as confident, knowledgeable, reflective, and responsible learners, ready for secondary education and life beyond.