Part of the

Curriculum Policy

2026 - 2027

Context
Holy Trinity Church of England Primary School sits on the outskirts of historic Ripon—a cathedral city with deep ecclesiastical heritage, proximity to Fountains Abbey, and a rich military connection, with many pupils coming from service families.

As a welcoming faith community reflecting the city's growing diversity, our vision is inspired by the Good Samaritan (Luke 10:25–37) and Jesus's command to "Love your neighbour as yourself" (Luke 10:27). This narrative models compassion and value for every individual, regardless of background or beliefs.

With twenty-three languages spoken and a transient population that includes service families, we celebrate each child as unique and ensure that every family experiences a supportive transition when joining or leaving our school.

Rationale
Holy Trinity Church of England Primary School is committed to creating a welcoming faith community where pupils learn, grow, and flourish together.

Our curriculum fulfils the statutory National Curriculum through clearly sequenced knowledge and skills. Designed to celebrate local heritage while expanding global horizons, it supports personal growth and inclusivity for every learner. Guided by our faith, we nurture positive, responsible individuals equipped to cooperate with others, offering each day as a fresh opportunity filled with hope, aspiration, and joy.

Intent
At Holy Trinity, we have designed an aspirational, progressive curriculum that combines breadth, depth, and purpose. Our intent is to raise standards across all subjects, offering hands-on, challenging learning that inspires pupils to become confident, lifelong learners. We believe childhood should be a happy time of curiosity and discovery, and we empower every pupil to achieve their full potential as active citizens in their community and the wider world.

Uniquely tailored to our pupils' needs, our rich curriculum makes the most of our city's vibrant heritage. We overcome economic challenges by taking learning beyond the classroom—using local museum visits, city walks, river fieldwork, military connections, and expert visitors to build cultural capital and broaden horizons.

Legislation & Statutory Requirements
Our curriculum fulfils the requirements of the 2014 National Curriculum for Key Stages 1 & 2 and the 2026 DfE Statutory Framework for the Early Years Foundation Stage.

National Curriculum Coverage

Subject leads have carefully selected schemes based on 4 key factors:

- Are the requirements of the National Curriculum covered as a minimum?
- Is there a clear progression of skills and knowledge?
- Are there opportunities to contextualise/adapt the curriculum, making it relevant to our children?
- Does the scheme support teachers with the relevant subject knowledge required for effective delivery?

Schemes are used to support planning and progression, and there is a requirement that teachers adapt lesson content to suit our pedagogy.

Curriculum Area	Supporting Scheme
Phonics and Early Reading	Little Wandle
Reading	Babcock
Writing	Bookwrites
Spelling	Little Wandle, progressing to Spelling Shed
Maths Curriculum	White Rose
Maths Fluency	Mastering Number and Number Sense
Science	White Rose
Physical Education	PE Shed
Music	Kapow
History	Kapow
Geography	Kapow
Religious Education	Leeds Diocesan Syllabus
Computing	Teach Computing
PSHE and RSHE	Jigsaw
French	Kapow
Art	Kapow
Design and Technology	Kapow

Our Early Years curriculum covers all seven areas of learning and development through a carefully planned blend of whole-class, small-group, and individual experiences. At Holy Trinity, learning extends beyond the classroom—it encompasses everything we teach from the moment children join us, supporting them throughout their entire Early Years journey.

Planning

Subject leads have created medium-term plans, which outline the key questions, prior knowledge and vocabulary that should be covered within the unit of work. Curriculum plans can be viewed on the school website by clicking here.

Teachers produce lesson plans, which identify specifically how an objective is taught. In line with our pedagogy, teachers are expected to plan activities that do not overly rely on PowerPoints or worksheets. Expectations around planning are:

- National Curriculum Key Objectives are identified.
- Agreed planning format to be used to evidence curriculum coverage and enable leaders to monitor effective coverage.
- Teaching must be adaptive and responsive to needs of the cohort.
- Timetable must reflect allow for adequate subject time.
- Teachers plan for quality rather than quantity.
- Teaching should be inclusive of all pupils with evidence of active learning in lessons.
- Planning to reflect adaptations and how curriculum is specifically adapted for SEND.
- Digital planning to be kept up to date and should remain in school in the event of a staff absence.

Relationship and Sex Education
Our PSHE curriculum meets the requirements of the July 2025 RSHE Guidance for Key Stages 1-4 from the DfE, which is now statutory for schools in England. Our RSE Policy can be viewed of the policies page of the school website.

Inclusion
Holy Trinity CE Primary School is a fully inclusive school that has high expectations for all, regardless of background or Special Educational Needs. Teachers plan teaching activities that allow all pupils to achieve age-related expectations.

Learning Environment
Learning environments serve as active teaching tools. We keep these spaces organized and signposted, using neutral backgrounds and carefully curated displays rather than overcrowded ones, so key knowledge and vocabulary remain clear, accessible, and easy to use.

In the Early Years, resources and displays are explicitly labelled to support independence and teach children essential organisational skills. Across the wider school, displays celebrate pupil achievement and boost self-esteem by actively involving children in showcasing their work and highlighting quality learning.