

Hanley St Luke's Church of England Academy



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Curriculum Policy

Date adopted	Spring 2026
Date reviewed	Summer 27
Next review date	Summer 27
Subject lead	Mrs Cordon & Miss Jones
Headteacher	Mrs Zoe Cooper
Governor/Committee (where applicable)	

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting **life-long learning**

Developing **life-giving relationships**

Exploring **life-enhancing faith**

Inspiring **life-enriching aspiration**

Opportunities for Life

This policy outlines the teaching, learning, organisation and management of the curriculum at Hanley St Luke's C of E Primary Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

At Hanley St Luke's C of E Academy, our curriculum is designed to ensure that every child flourishes, achieves their full potential and lives life to the full. Rooted in our Christian vision, inspired by John 10:10, we aim to provide a rich, ambitious and inclusive curriculum that nurtures academic excellence, curiosity, creativity and strong personal values. Our curriculum is coherently planned to provide clear progression of knowledge and skills from the Early Years through to Year 6, enabling children to build on what they know and can do so that understanding deepens securely over time.

A distinctive feature of our curriculum is the clear and consistent structure we use to deliver lessons across the school. Every subject area is supported by a carefully formatted PowerPoint template designed to promote high quality teaching and learning. This shared approach ensures that skills and knowledge are introduced explicitly, modelled clearly, and revisited regularly. Pupils benefit from frequent retrieval opportunities that strengthen long-term memory, enabling them to recall previous learning confidently and embed essential concepts.

To support this further, each subject is underpinned by detailed skills progression documents which show how subject-specific skills develop from year to year. These documents ensure that skills are introduced at the right time, revisited at increasing levels of challenge, and built upon systematically as children move through the school. This guarantees that progression is clearly evident and that teaching is precise, focused and developmentally appropriate.

Our Curriculum Drivers

Our curriculum is shaped by six key drivers—***I Achieve, I Discover, I Explore, I Decide, I Plan, and I Focus.*** These drivers ensure that children develop strong academic foundations alongside the values, attitudes and life skills needed for future success. They guide teachers in designing rich learning experiences that enable pupils to achieve highly, particularly in English and STEM, while also discovering personal strengths, exploring opportunities beyond the classroom, making informed choices, planning future pathways and focusing on their personal character and values.



A key element of our curriculum is our strong **careers education focus**, which encourages children to think about their futures from a young age. We actively promote diverse career pathways, highlighting **women in STEM**, to ensure pupils see themselves reflected in a wide range of roles and industries. Our curriculum includes regular opportunities for pupils to learn about different professions, workplaces and skills for employment, helping them to understand how their learning links to real-life opportunities. During our annual **Careers Week**, children engage with visitors, workshops and hands-on experiences that expose them to real-world career environments. This ensures that pupils not only learn about careers of the future but also begin to imagine what they might want to do when they are older.

To secure high-quality learning, each subject is carefully sequenced so that new content builds logically on what has come before. Assessment is used effectively to identify gaps, shape future teaching and support every child's next steps. In the Early Years, we provide a strong foundation through high-quality provision, strong parent partnerships, early support for families and smooth transitions supported through our partnership with Alice Charity Pre-School.

Learning at Hanley St Luke's is enriched through a wide range of purposeful experiences. These include Forest School sessions, swimming lessons, curriculum-linked trips, financial education, Debate Club, AI Curriculum, Podcast Club and STEM-based learning. Children also benefit from access to our STEM Lab, AI exploration and partnerships with Harper Adams University. Creative and performance opportunities—including Young Voices, the school choir and West End theatre visits—help children build confidence and a love of the arts.

Personal development and wellbeing are central to our curriculum. We support children's emotional and social development through programmes such as MIND UP, through the work of NHS support teams, and through leadership opportunities including School Council and other pupil leadership or ambassadorial responsibilities. We place a strong emphasis on attendance, behaviour and positive relationships, helping children to make responsible choices and develop self-discipline. Our Christian values underpin this work and ensure that all children—regardless of background, faith or ability—feel valued, supported and able to thrive.

Our curriculum is strengthened by partnerships with organisations such as the YMCA, Port Vale Football Club, the Stanley Matthews Foundation and Alice Charity Pre-School. These partnerships broaden pupils' horizons, provide positive role models and offer valuable experiences that extend learning beyond the classroom.

Senior leaders, subject leaders, teachers and governors each play an important role in ensuring the quality and impact of the curriculum. Leaders monitor teaching, learning and assessment, provide professional development and support teachers in delivering consistently strong lessons. Subject leaders oversee progression and standards within their subjects, ensuring high expectations and coherence. Teachers plan engaging lessons that meet the needs of all pupils, while governors hold the school to account for curriculum quality and statutory compliance.

This policy is reviewed annually to ensure that our curriculum remains ambitious, inclusive and aligned with our Christian vision. Through our carefully structured, sequenced and enriched curriculum, we prepare every child for the next stage of their education and equip them with the confidence, knowledge and aspirations needed for a fulfilling and successful future.

Leaders at all levels have clear responsibilities for monitoring and improving the curriculum. Senior leaders ensure that teaching, learning and assessment are effective and that staff receive appropriate development. Subject leaders oversee progression and standards within their areas and support staff with subject knowledge. Teachers deliver high quality lessons, adapt learning to meet individual needs and assess pupil progress, while governors monitor the overall quality and statutory compliance of the curriculum.

This policy is reviewed annually to ensure that it remains ambitious, inclusive and aligned with the school's Christian vision. Through our carefully designed curriculum, we prepare every child for the next stage of their education and for the rich, fulfilling life ahead of them.