



The Beacon

Church of England (V.A.) Primary & Pre-School *Living life in all its fullness (John 10:10)*

The Beacon Church of England (Voluntary Aided) Primary School ‘Living life in all its fullness’ (John 10:10)

Policy discussed by staff	July 2025
Policy discussed and approved by Curriculum & Learning Committee...	9 th September 2025
Review date	Autumn 2026

Curriculum Statement

Governing bodies are required to produce a curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan.

Intent

Living Life in All Its Fullness – A Vision Rooted in Belonging and Relationship

Our vision is for ‘Living life in all its fullness’ (John 10:10). The Bible teaches us that God wants all His children to flourish, and that community, connection, and living-well-together are central to achieving this aim. At The Beacon, we call our community ‘One Big Beacon Family’—a name that reflects our belief in the strength, joy, and comfort of belonging. We place relationships at the heart of all we do, recognising that secure, trusting relationships are the foundation upon which learning and personal growth are built. Working with parents and carers, we provide learning and play experiences which engage children’s interests; inspire them to want to know more; motivate them to persevere with their learning and empower them to develop skills of independence to achieve their full potential.



Flourishing Together through Belonging We are a relational community, where every child, member of staff, parent, and carer is welcomed and celebrated. We believe that when people feel they belong, they thrive.

At The Beacon, we aim for our children to grow into:

- **Confident individuals**, who can positively face the successes and challenges of life.
- **Successful learners**, who can take their place in a constantly changing world.
- **Responsible citizens**, who make a positive contribution to today’s diverse society.
- **Respectful members** of the community, who recognise, appreciate and celebrate both their own uniqueness and that of others.

We want each child, member of staff and our wider community to learn to live life in all its fullness, develop wonderful life-long memories of their Beacon years and the knowledge, skills and understanding to be able to continue to flourish throughout their lives.

Big ideas

Our curriculum will ensure that children develop a range of ‘*understandings*’ through subject teaching which develops:

- *Humankind Understanding* what it means to be human and how human behaviour has shaped the world.
- *Processes Understanding* the many dynamic and physical processes that shape the world.



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- *Creativity Understanding* the creative process and how everyday and exceptional creativity can shape the world.
- *Investigation Understanding* the importance of investigation and how this has led to significant change in the world.
- *Materials Understanding* the properties of all matter, living and non-living.
- *Nature Understanding* the complexities of the plant and animal species that inhabit the world.
- *Place Understanding* the visual, cultural, social, and environmental aspects of places around the world.
- *Comparison Understanding* how and why things are the same or different.
- *Significance Understanding* why significant people, places, events and inventions matter and how they have shaped the world.
- *Change Understanding* why and how things have changed over time.

General principles.

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The policy covers both the National Curriculum, which provides the legal foundation and secures an entitlement for all pupils, and all that is learned in school, formally and informally, and within and beyond the school day. Our vision is to promote aspirational, independent children who are happy, respectful and have self-belief. This policy should be read in conjunction with our Teaching and Learning Policy and our Belonging Policy (available on the [Policies](#) page of our website)

Our curriculum will give children the opportunity to:

- experience the challenge and enjoyment of learning.
- Develop their Spirituality (relational awareness): *Spirituality is about our relationships with ourselves, others, the world and its beauty and beyond.*
- develop and demonstrate their creativity.
- develop a rich and deep subject knowledge.
- develop new skills through a variety of interesting contexts.
- see clear links between different aspects of their learning.
- understand the purpose and value of their learning and see its relevance to their past, present and future.
- learn within a coherent and progressive framework.
- explore the breadth and depth of the national curriculum.

SMSC & Fundamental British Values

Our curriculum will give children the opportunities to:

- *Spiritual* - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.
- *Moral* - Recognise right and wrong and respect the law; understand consequences; moral and ethical issues and offer reasoned views.
- *Social* - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.
- *Cultural* - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
- *Democracy* - Be part of a system where everyone plays an equal part.
- *Rule of law* - Learn that all people and institutions are subject to and accountable for their actions and behaviour.



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- *Individual liberty* - Be free to express views or ideas.
- *Tolerance and respect* - To respect and tolerate the opinions or behaviour of others.

Well-being

Our curriculum will give children the opportunity to:

- learn in a peaceful and supportive environment.
- build respectful friendships.
- develop self-esteem and confidence in their abilities.
- learn how to respect themselves and others.
- reflect and think mindfully about their learning.
- recognise that people are good at different things.
- work in a range of groups and settings.

Pupil Voice

Our curriculum will give children the opportunity to:

- take part in age-appropriate discussions.
- express their opinions on a range of different topics and issues.
- make a positive contribution to the school and local community.
- make choices about things that are important to them.

Pedagogy

Our curriculum will be taught through a pedagogy that:

- engages children's interests.
- inspires children to want to know more.
- motivates children to persevere with their learning.
- empowers children to develop skills of independence.
- promotes problem solving, creativity and communication.
- promotes innovation and entrepreneurialism.
- enables children to reflect on and evaluate their learning.

Enrichment

We will enrich our curriculum by:

- learning through Beach School / Outdoor Learning / Adventure School.
- welcoming parents and carers to take part in children's learning and experiences.
- opportunities to learn musical instruments and develop performance skills.

Implementation of our Curriculum

We teach in single and mixed year groups, based on the requirements of the EYFS Development Matters, National Curriculum and the Devon and Torbay Agreed RE Syllabus. We use a variety of resources to carefully plan our cohesive curriculum. On rare occasions, some children are taught on a 'sliding transition' across year groups or classes. This is in consultation with the Headteacher and is regularly reviewed.

Early Years Foundation Curriculum

We use Cornerstone Curriculum 22 for the basis of our Continuous Provision approach in our Pre-School and Reception years. Number and Space, Shape and Measure activities will support children to recognise the practical and visual approach of Maths – No Problem! which is used in Reception. We use Success for All



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Phonics and the associated phonically decodable reading books, this is the FFT complete systematic synthetic phonics (SSP) programme that has been validated by the Department for Education. Please see our EYFS Policy for further information.

Phonics

At The Beacon we use Success for All Phonics, the FFT complete systematic synthetic phonics (SSP) programme that has been validated by the Department for Education, alongside the accompanying phonically decodable reading books to support children to learn to read. Our high expectations of progression take the needs of the Year 1 Phonics Screening Check into account. In Pre-school, children are gradually introduced to FFT First Steps phonological awareness activities. In Key Stage 2, we use Decision Spelling alongside FFT Jungle Club to continue children's learning journey.

Teaching Teams will use a variety of strategies to teach daily phonics sessions. Children assessed as requiring additional support will also receive intervention, managed by their class teacher. It is important that children are 'fully immersed' in Phonics to support their learning progress, we therefore believe it is important to 'take every opportunity' to identify, use and become increasingly familiar with the phonemes (the 'sound') and graphemes (the way the sound is written) children are learning. Common exception words are known as 'tricky words.'

We believe that effective teaching rapidly and systematically builds a child's knowledge and ability to apply phonics to reading and writing. Recognition of graphemes and 'exception words' are consolidated until fluency is gained. Through each day, children therefore regularly and frequently re-use their phonics by 'sounding out' to read and 'blending' to write individual words; and both read and write at sentence level.

Reading

A love of reading is not only key to learning, but to '*living life in all its fullness.*' As such we aim to engender a love of reading in all our children. We ensure our curriculum has a '*learn to read; read to learn*' approach that is initially weighted to 'learning to read' before transitioning into 'read to learn.'

As it mentions in the new National Curriculum (2014), 'at the same time (as teaching phonics), children will need to hear, share and discuss a wide-range of high quality books to develop a love of reading and broaden their vocabulary.' p19

It is important to note that 'pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency as well as increasing their confidence in their reading skills.' p21. We aim that when learning to read, children will initially read for phonic knowledge, then for reading fluency and again for understanding. Parents will therefore, be encouraged to make full use of each reading book sent home, before it is changed in school.

We use the FFT phonically decodable reading books and the FFT's Lightning Squad materials to support children learning to read. This is balanced with guided '*Rethink Reading!*' and/or Curriculum 22 Guided Reading sessions in small groups and direct whole-class teaching.

As children's reading develops we continue to use books from reading schemes which support their comprehension. It is important that through Key Stage 2 children read across the curriculum. They learn to: read with confidence, fluency, enjoyment and understanding by providing a wealth of reading material with access to a range of texts covering a balance of fiction and non-fiction; use a range of independent strategies



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to; self-monitor and correct, retrieve information and evaluate what has been read; understand and use technical terminology when discussing their reading; use higher order reading skills including deduction and inference through the use of text referral, assessment of author's intentions, justification of their opinions and judgements in the pursuit of critical awareness.

As a part of our aim to engender a *love of reading*, the school uses a buddy system, where older children read to younger children. Through the school, children will be heard reading regularly, individually in the years of 'learning to read' then in groups. However, it is of the utmost importance that parents/carers also hear their child to read on a daily basis. As children get older this is still important although the focus will shift towards a discussion with their child about the book, their opinions, their understanding of inference and personal views of the author's writing style.

Our school library and the EYFS & KS1 class libraries play a key role in engendering a love of reading, it's a special place which we want all children and staff to enjoy visiting to choose books to both support their learning and for enjoyment. We work closely with Exmouth library, particularly in promoting their Summer Reading Schemes.

There is further information about supporting your child's reading on our website (Supporting my child's learning).

Writing

In the early years, this is closely linked with the teaching of phonics, as they progress the link transfers to 'Spelling, Grammar and Punctuation'. We use '*No Nonsense/Book Talks*' and Key Stage 2 '*Decision Spelling*' resources to support planning and progression.

We use '*No Nonsense / Book Talks Teaching Sequences*' to plan and ensure progression across the school. A unit begins with immersion in a text to develop a thorough understanding of the *success criteria* for the genre and a *Talk for Writing* approach to support children to imitate (learn) the text. They then *innovate* their own version of the text, analyse and edit this to deepen their understanding before *inventing* their own based on a different context.

We aim for our children to learn to write with confidence across a range of genre, develop a personal flair and enjoyment of writing for different purposes. Children's writing goals will be supported across the curriculum.

Through Key Stage 1 children learn to write their own texts for different purposes whilst following the phonic programme alongside. They begin to recognise and use different word classes and sentence structures in their writing. By the end of Key Stage 2 we aim for our children to:

- write with confidence, imagination and enthusiasm with an awareness of purpose and audience;
- use grammar and punctuation correctly to attain high standards of English writing;
- understand and use technical vocabulary when discussing their writing;
- write to a high standard in a range of genres, in the style of different authors and structure their writing in narrative and non-narrative styles;
- understand the phonic system and use this to read and spell accurately;
- write with a fluent, well-developed and confident joined handwriting style and take pride in high standards of presentation.

Maths

In line with the National Curriculum, we aim to ensure that all pupils:



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- become ***fluent*** in the fundamentals of mathematics,
- have plenty of opportunities to ***reason mathematically***
- can ***solve problems*** by applying their mathematics and can persevere in seeking solutions.

We use 'Maths – No Problem!' to deliver our core maths lessons and CPD for our staff, alongside 'No Nonsense Number Facts', 'Fluent in five' and 'Times Tables Rock Stars' to support development of fluency.

Our approach uses the same core resources and visual representations, developing across the year groups so children are familiar with and trust known concepts. Initially children are introduced to a concept using practical or *concrete* apparatus, they move on to use *visual* representations of these before learning to demonstrate their understanding in the *abstract*. They use the same '*concrete, visual, abstract*' progression to demonstrate their reasoning in maths.

We ensure that purposeful links are made across the curriculum, for example with statistics in Geography and collecting and interpreting data in Science.

Religious Education - Statutory Subject following the Diocesan 'Devon and Torbay Agreed Syllabus' and using Understanding Christianity materials. The RE Curriculum was updated for September 2024.

RE at The Beacon Church of England Primary School, follows a high- quality, sequential programme encompassing a range of religions and worldviews informed by the locally agreed syllabus. Through the implementation of our well-resourced and engaging RE curriculum, pupils are given the opportunity to take part in meaningful and challenging dialogue, developing important skills in enquiry. They are encouraged to analyse, evaluate, reflect and respond in a respectful space where they are safe to explore their own perceptions of the world we live in and their personal spiritual, philosophical and/or religious beliefs alongside the beliefs of others and how these impact the way people choose to live their lives. At The Beacon C of E School, RE is seen as an academic subject which is delivered in a balanced and objective manner which, in line with The Church of England's Vision for Education, is '*hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.*'

As a Church school, the teaching of Christianity is given 50% of the RE curriculum time (the equivalent of an hour a week of the entire curriculum time is devoted to the teaching of RE). KS1 Pupils will study Christianity and one other religion. At KS2 pupils investigate and consider the impact of religion, making connections between different faiths/ beliefs and how these are expressed. KS2 pupils study Christianity, Hinduism, Judaism and Islam and also non-religious worldviews such as Humanism, whilst considering their own beliefs and those beliefs of others.

Other National Curriculum subjects.

We use the *Cornerstones Curriculum Maestro* to design, plan and deliver our Core Curriculum. This is supplemented with our own high quality Music, MFL, PE and Beach / Forest School curriculum, which is planned and taught by expert practitioners, and the *Jigsaw* PSHE and RSE curriculum.

Art and Design: We place great importance on the creative curriculum and aim to give pupils an appreciation of different art forms in addition to their own progression of skills, knowledge and understanding. We use a variety of tools, materials and techniques to create our own work which involves both 2D and 3D pieces. Teaching allows for pupils own creativity and imagination as well as the learning of specific methods and styles.



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Pupils also learn about great artists, craft makers and designers. It is planned that year 2 work annually with professional artists and year 6 visit an art exhibition.

Computing: It is our aim that pupils are computer literate so can understand and apply the principles of computer science, can undertake computer programming and can use computers and associated technologies and software to be active participants in a digital world. Pupils therefore have specific computing lessons where they learn about, explore, analyse and evaluate computers and/or programmes so that they learn to be responsible, competent, confident and creative users of information and communication technologies. There are opportunities to apply computing skills in other areas of the curriculum.

Design and Technology: Our emphasis for D & T is on pupils gaining first-hand experience of working safely with a wide variety of materials and tools so they apply their creative and technical knowledge and build their practical skills and understanding. Pupils will examine ready made products, and they will design, make and evaluate their own. They will learn about nutrition and learn to cook basic recipes.

Languages – French/Spanish (KS2 only): In our school pupils in KS2 learn French and Spanish. From time to time, other languages may be introduced, for example when the school has link projects such as our 2019 - 2023 ERASMUS+ project across Europe (Spanish, Greek, Slovenian and Italian). The emphasis is on practical communication, mainly in the spoken form. We teach using songs and rhymes, lots of visual stimulus and through modelling and repetition.

Geography: Pupils will learn about where places are in the world, study places locally, nationally and internationally. They will learn about human and physical features and processes. Emphasis will be given to developing geographical skills such as undertaking fieldwork to gather information and data which can be analysed and communicated. Pupils will learn to read and interpret geographical information, including maps and diagrams.

History: Children will be taught about the history of Britain and that of the wider world. They will be encouraged to ask perceptive questions, think critically, weigh and sift evidence whilst developing their understanding about the processes of change. At KS1, pupils will learn about changes in living memory and events beyond living memory such as the Great fire of London. They will learn about the lives of significant individuals. At KS2, pupils will extend their knowledge and understanding of British, local and world history, noting connections, contrasts and trends and developing their use of historical vocabulary.

Music: Pupils across the school get a wide range of musical experiences, and are given opportunities to participate in a variety of activities including singing, performing, composing and appraising. In Key Stage 1 and year 3, children learn to play a variety of instruments (recorders, pre-flutes and pre-clarinets, melodicas, djembe and samba drums) in preparation for years 4, 5 and 6, when pupils all have weekly whole class brass instrumental lessons. All classes have specialist music teaching.

Physical Education: The range of physical activities in the school is wide. PE activities progress and develop children's physical, thinking and teamwork skills as well as promoting lifelong healthy lifestyles. We aim that PE should be enjoyable and an opportunity for our children to "Live Life in all its fullness" both in timetabled lessons and across the wider curriculum. PE also includes the school's wider provision for providing and promoting active lifestyles (we aim that all children are active for 60 minutes a day), self-confidence for all, positive mental health and individualised opportunities to children who need it. Individual and team development and competition, as appropriate, is encouraged both within and across schools as well as pupil engagement with in-school and outside clubs. All children are taught PE by their own class teacher, specialist



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staff, a specialist sport coach and by a specialist dance teacher across the school year. Living closely to and engaging with, the beach regularly, we recognise the importance of a sound understanding of water safety and swimming ability. Pupils across KS2 are taught swimming and water safety skills by specialist school staff. All classes also have regularly timetabled outdoor learning sessions and opportunities to provide a full, engaging and varied curriculum.

Relationships and Sex Education appropriate to the child's age is also taught as a part of our PSHE curriculum. The school uses 'Jigsaw' resources to plan and deliver our RSE curriculum. We share further detail about what is taught with our parents and hold parent events to discuss and share our curriculum. See separate policies for more information.

Science: Inspiring young scientists. We aim to foster a love of learning and discovery within our One Big Beacon Family. We equip children with the scientific knowledge, skills, and curiosity to become informed and responsible citizens who can contribute positively to the world. Through engaging and hands-on experiences, we will inspire a lifelong passion for scientific inquiry that can be applied in an everyday setting.

Personal, Social, Health Education: We use the 'Jigsaw' resources to plan and deliver our PSHE. We place great importance on helping pupils to learn more about themselves and the essential skills of independence, co-operation and team working. We follow the Jigsaw scheme, which takes a mindful approach integrating personal, social, health and economic education with emphasis on emotional literacy, mental health and Spiritual, Moral, Social and Cultural (SMSC), especially spiritual, development. We aim to help children to know and value who they really are and how they relate to other people in this ever-changing world. British values are included.

Non-statutory:

Beach School, Outdoor Learning and Adventure School form a part of our core offer at The Beacon. We make regular use of the local beach, Manor Gardens, Imperial Recreational Ground, The Maer and Holy Trinity Church Grounds. In their Reception year, children will spend two mornings each week learning in our local environment. In years 1 to 3, this will take place weekly. From year 4 to year 6 the frequency of visits reduces, but continues as appropriately linked with the curriculum throughout the year. Each year there is a Whole School Beach day where children learn in cross-year age groups and undertake a range of team-building activities and sports, parents and families are invited to join us for Collective Worship and Lunch on the beach.

Impact of our curriculum

Governors work closely with the Headteacher and Curriculum Leaders to assess and review the impact of our curriculum.

Curriculum Leader roles were re-distributed in 2024 - 2025 and will be embedded over the next two year cycle. This work is led by our Deputy Headteacher, supported by experienced Curriculum Leaders who supported those staff new to their roles. The Headteacher and Governors continue to invest in high quality curriculum resources and packages because these support both Curriculum Leaders and teachers to 'be the expert'. The packages include CPD, teaching materials and a wealth of subject-specific advice and information.

We regularly review and improve our curriculum. We continue to use Maths – No Problem! which was introduced in September 2018. FFT's Success for All Phonics and the linked phonically decodable reading books were introduced in September 2023, with a focus on Lightning Squad from September 2024. The RE Agreed Syllabus changed for September 2024. Key Stage 2 Guided Reading and spelling (KS2) resources are being updated in 2024 – 2025, using Curriculum 22 and Book Talks resources and Decision Spelling in KS2.



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Complaints about the curriculum: Any concerns about the curriculum should be addressed to the class teacher and/or the Headteacher. Should you wish to make a complaint, please refer to the school's Complaint policy, available on the [Policies](#) page of the website.

This Curriculum Policy is strongly **supported by all other school policies** and schemes of work. It is realised through effective working partnerships between staff, pupils, parents, Governors, the Diocese of Exeter and the Local Authority.

Each class publishes both annual and termly plans on our school website, more detailed information is available from school by request. Our plans give an overview of the learning experiences planned. Further information is published within our Termly Class Newsletters, again these can be found on our school website.

Teachers' planning is monitored by the Curriculum Leaders and Leadership Teams, Deputy Headteacher and Senior Leadership Team, and reported to the Governing Body. Information about how we assess and monitor children's standards and progress can be found in our Assessment and Reporting Policy on the [Policies](#) page of the website.