



**REGENT  
PRIMARY  
SCHOOL**

# **Curriculum Policy**

Reviewed by Senior Teacher Academics: January 2026

Previous Review: August 2022

Approved by the Board: February 2026

Next Review Date: February 2028

## **Aims**

The Regent Primary School is a British-based curriculum school operating within an international context. The curriculum is founded on the National Curriculum for England and Wales and is carefully adapted to reflect the Nigerian context, ensuring relevance, cultural responsiveness and global mindedness. This policy articulates the school's commitment to high academic standards, holistic development and contemporary best practice in teaching, learning and assessment.

The curriculum at The Regent Primary School is designed to fulfil the following aims. It seeks to provide consistently high-quality teaching and learning that enables all pupils to flourish academically, socially and emotionally. It equips pupils with the knowledge, skills, attitudes and dispositions required for success in school and in later life, while setting high expectations and offering appropriate challenge and support for every learner. The curriculum is structured to ensure continuity and progression from the Early Years Foundation Stage through to Year 6, enabling pupils to build securely on prior learning and achieve the best possible outcomes. It aims to inspire curiosity, independence and a lifelong love of learning, while embedding the Regent Values and promoting strong pastoral care, safeguarding and wellbeing. The school is committed to offering a broad, balanced, rigorous and inclusive curriculum, underpinned by ongoing professional development, reflective practice and appraisal of staff, and enriched by a wide-ranging co-curricular programme. Pupils are encouraged to be internationally minded, inclusive and respectful, while also developing pride in Nigeria and an appreciation of its culture and heritage.

## **Policy Statement**

The Regent Primary School follows the English National Curriculum alongside Nigerian Studies, ensuring statutory coverage while responding meaningfully to its local and international context. Nigerian Studies is taught once a week in each class and focuses on Nigerian culture, geography and history, fostering understanding and pride in the local context. The subjects taught also include English, Mathematics, Science, Geography, History, Computing, Physical Education, Art, Design Technology, Music, French and Swimming. The curriculum is the primary vehicle through which the school realises its educational aims as outlined in the School Development Plan. It is designed to promote the all-round development of each child, preparing pupils for the responsibilities, opportunities and challenges of adult life in a rapidly changing world.

The curriculum is coherently planned using a thematic and cross-curricular approach, enabling meaningful links to be made between subjects and supporting pupils in developing transferable knowledge and skills. This approach is strengthened through the use of Understanding by Design (UbD) from Year 1 to Year 6, ensuring clarity of purpose, depth of understanding and long-term retention of learning. The UbD planning template includes a dedicated reflection section, allowing teachers to evaluate and refine their teaching at the end of each six-week unit, ensuring continuous improvement and responsiveness to pupils' needs.

## **Guidance**

The curriculum is organised into phases in line with the National Curriculum for England. The Early Years Foundation Stage comprises Playgroup, Nursery and Reception. Lower Primary includes Years 1 to 3, while Upper Primary includes Years 4 to 6. Across all phases, the curriculum is designed to meet the personalised learning needs of pupils, taking account of age, aptitude, prior attainment and language background. Schemes of work and planning reflect inclusive practice and provide

appropriate challenge and support for pupils with additional learning needs, including those with English as an Additional Language.

Teaching approaches emphasise creativity, active engagement and high expectations, while maintaining the integrity and disciplinary knowledge of each subject. Through the curriculum, pupils are encouraged to develop independence, resilience, curiosity and confidence as learners.

## **Early Years**

Children who turn two within the academic year are introduced to school life through carefully planned, developmentally appropriate and play-based learning experiences aligned with the UK Early Years Foundation Stage framework. Teaching and learning are designed to be engaging, nurturing and pressure-free, fostering positive attitudes to school within a safe, secure and stimulating environment. Individual attention, encouragement and strong partnerships with parents support a smooth transition from home to school.

A defining feature of practice in the Early Years is Continuous Provision. This approach ensures that the learning environment is deliberately organised into well-resourced areas that promote exploration, independence and sustained engagement. Children access Continuous Provision daily, allowing them to revisit, practise and deepen key skills and concepts across the seven areas of learning. Adults observe, interact and intervene purposefully to extend learning, model language, pose questions and scaffold next steps. Continuous Provision supports the development of executive function, communication, collaboration and problem-solving, while enabling children to learn at their own pace and follow their interests.

Alongside Continuous Provision, children participate in focused adult-led sessions, which begin as short, regular inputs in Playgroup and become more sustained in Nursery and Reception. This balance ensures that children are well prepared for the transition into Year 1, both academically and socially. Learning takes place through whole-class teaching, small-group work, individual activities and child-initiated play, supported by purposeful use of technology.

The Early Years Foundation Stage curriculum is organised around seven areas of learning: personal, social and emotional development; physical development; communication and language; literacy; mathematics; understanding the world; and expressive arts and design. Learning and development are guided by the Early Learning Goals (ELGs) which establish the key skills, knowledge and understanding expected of most children by the end of the Reception year. These goals cover each of the seven areas and ensure that children are well-prepared for Year 1.

Through carefully planned experiences, children develop early literacy and numeracy skills, including phonological awareness, mark making, early reading behaviours, counting, matching and sequencing. Exposure to poetry, rhymes, songs, stories, exploratory play and practical activities lays strong foundations for future learning. Play is recognised as central to learning in the Early Years, enabling children to develop fine and gross motor skills, social competence, language, creativity and conceptual understanding through active learning.

## **Primary**

At the primary stage, the curriculum builds upon the strong foundations established in the Early Years. Teaching gradually becomes more formal while remaining engaging, interactive and responsive to pupils' needs. The curriculum aims to ensure that every child achieves their full potential, enjoys learning and develops positive attitudes towards school and challenge.

Curriculum planning in Years 1 to 6 is structured using Understanding by Design. Teachers begin by identifying desired learning outcomes and key concepts, then plan assessment evidence before designing learning experiences. UbD units are delivered thematically, allowing pupils to make meaningful connections across subjects. Each unit includes purposeful entry point activities that engage interest and activate prior knowledge, and exit point activities that allow pupils to demonstrate understanding, apply learning and reflect on progress. Teachers use the UbD planning template to reflect and refine their practice at the end of each six-week unit, ensuring continuous development and responsiveness to pupils' needs.

The timetable at The Regent Primary School is carefully structured to ensure breadth, balance and depth. English and Mathematics are taught daily, reflecting their core status, while Science is allocated regular weekly teaching time, often linked thematically. Foundation subjects are taught through a combination of discrete lessons and integrated thematic learning. Specialist subjects such as Physical Education, Swimming, Music, French, Computing, Art and Design Technology are delivered weekly, ensuring consistent progression and high-quality provision. Nigerian Studies is delivered once a week in every class to explore Nigerian culture, geography and history. Assemblies, PSHE and enrichment activities are woven into the weekly structure to support pupils' personal development.

## **English**

English is central to the curriculum and is taught through clearly defined units organised into phases. Units typically last between two and four weeks, depending on the genre, age group and intended outcomes. Teaching is underpinned by high-quality core texts that link thematically to wider learning. Lessons focus on reading, writing, speaking and listening, grammar, punctuation, spelling and handwriting, with opportunities for pupils to apply skills in meaningful contexts.

Writing is a key focus across the school and has been strengthened through the use of rigorous assessment and feedback practices. Teachers assess written work using the Oxford Reading Criterion Scale, ensuring consistency, clarity and progression in expectations. Marking and feedback are purposeful and developmental, enabling pupils to understand strengths, identify next steps and improve the quality of their work.

Reading is taught through a combination of whole-class reading, guided reading and independent reading. Pupils are supported to develop fluency, comprehension strategies and a love of reading. Home reading is strongly encouraged and supported through reading records and access to a wide range of physical and digital texts.

Phonics is taught systematically using Read Write Inc from Nursery through to Year 2. This structured programme develops pupils' phonemic awareness, decoding, blending and early reading and writing skills. Children are grouped according to their stage of phonics development and are regularly assessed to ensure rapid progress. The programme emphasises consistency, pace and positive reinforcement, building confidence and secure foundations for reading. Pupils move on to the No Nonsense Spelling programme once they have completed Read Write Inc, ensuring continuity and progression. Targeted phonics and spelling interventions are provided where needed to support pupils who require additional practice.

## **Mathematics**

Mathematics is taught daily and follows the English National Curriculum using a mastery approach. Teaching draws on well-established resources, including Collins Busy Ant Maths and guidance from the NCETM. Lessons emphasise fluency, reasoning and problem solving, with a strong focus on mathematical language and conceptual understanding. Pupils are encouraged to apply mathematics to real-life contexts and across the curriculum where appropriate. Mental mathematics is strengthened through regular Numeracy Ninja activities, which develop speed, accuracy and confidence. All pupils are expected to secure multiplication tables up to 12 x 12 by the end of Year 4.

## **Science**

Science is taught both discretely and as part of wider thematic units. Teaching begins with pupils' prior knowledge and experiences and develops progressively through practical investigation, enquiry and exploration. Pupils are taught to work scientifically, developing skills in observation, prediction, testing, recording and evaluation. Across Key Stages, teaching covers biology, chemistry and physics, with increasing emphasis on scientific vocabulary, accuracy and communication of ideas. Practical, hands-on learning is central to developing curiosity and understanding.

## **Foundation Subjects**

Foundation subjects provide pupils with rich opportunities to explore the world past, present and future. Geography, History, Art and Design Technology are frequently taught through thematic units, enabling pupils to make connections and deepen understanding. Learning is contextualised through local, national and global perspectives, fostering cultural awareness, respect and global citizenship. Specialist teachers deliver subjects such as Computing, Physical Education, Music, French, Art, Design Technology and Swimming, ensuring subject expertise and high-quality provision. French provision includes preparation for DELF assessment, where appropriate.

## **Computing**

Computing is an integral part of teaching and learning and is embedded across the curriculum. Pupils develop skills in computer science, information technology and digital literacy through dedicated lessons and cross-curricular application. Tablets, interactive Smart TVs and a dedicated IT suite support engaging, project-based learning. Pupils use digital tools to research, create, collaborate and present their learning, while developing safe and responsible online behaviours.

## **PSHE**

Personal, Social and Health and Economic Education is embedded throughout school life through assemblies, circle time, class discussions and curriculum links. PSHE supports pupils' emotional wellbeing, relationships, self-awareness and responsibility, contributing to a positive school culture.

## **Physical Education and Swimming**

Physical Education and Swimming are compulsory and valued components of the curriculum. Pupils develop physical competence, teamwork, resilience and confidence, while learning the importance of health, fitness and safety. Swimming is taught as a life skill, with strong emphasis on water safety, technique and personal achievement.

## **Learning Support**

The Regent Primary School is committed to inclusive practice in line with contemporary UK guidance. Pupils with additional learning needs are supported primarily within the classroom through high-quality teaching, differentiation and targeted in-class support. Teaching assistants and SEN specialists work collaboratively with class teachers to adapt provision, monitor progress and implement strategies that enable pupils to access learning alongside their peers. Short, targeted interventions may be provided where appropriate, but the emphasis remains on inclusion, participation and belonging.

## **Homework**

Homework is set purposefully to consolidate learning, develop independence and strengthen home-school partnerships. Tasks are age-appropriate and balanced, typically including reading, spelling, mathematics practice and, where relevant, project-based learning linked to thematic units. Homework expectations increase gradually as pupils move through the school, supporting the development of responsibility and study skills.

## **Review and Responsibility**

This curriculum policy is reviewed regularly to ensure it reflects current best practice, statutory requirements and the evolving needs of pupils.