



Jotmans Hall Primary School

Curriculum and Personal Development Policy

Including Curriculum Intent, Enrichment and the Personal Development Passport

**Approved by the
governing board:**

September 2026

Written by:

Sarah Warnes - Headteacher

Next review due by:

September 2028

Curriculum aims

Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.



Eric the Owl

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in *Strong foundations in the first years of school*, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.

Our Curriculum Intent

At Jotmans Hall School, our curriculum is designed to be ambitious, inclusive and aspirational for every child. We follow the Early Years Foundation Stage Framework and the National Curriculum, ensuring that pupils acquire the knowledge, skills and understanding required at each stage of their education. Our aim is that every child leaves Key Stage 1 fully prepared to access and excel within the Key Stage 2 curriculum, and that every pupil leaves Key Stage 2 with the knowledge, skills, confidence and character to thrive in Key Stage 3 and beyond.

We have the highest expectations for all pupils, regardless of their starting points, background or prior attainment. Our curriculum is carefully sequenced to build knowledge over time, enabling children to make meaningful connections in their learning and achieve the highest possible standards.

Our curriculum is rich, broad, balanced and relevant. While it is rooted in the requirements of the EYFS Framework and National Curriculum, it is also tailored to meet the needs, interests and

experiences of the children at Jotmans Hall School. We believe that a high-quality curriculum should not only teach children what they need to know, but also broaden their horizons, raise aspirations and prepare them for life in modern Britain.

A Curriculum Shaped by Our Community

We make purposeful use of our local area and community partnerships to bring learning to life. Through visits, visitors and first-hand experiences, pupils gain a deeper understanding of the world around them. We utilise local resources such as parks, churches, museums, musicians and community organisations to enrich learning and provide experiences that many children may not otherwise access.

We recognise that some of our pupils have limited opportunities to engage with diverse communities and cultures. Therefore, we actively promote diversity, equality and global awareness through our curriculum and wider enrichment opportunities. Through events, workshops and celebrations, such as Diwali workshops, and through the development of international links, we seek to broaden pupils' understanding of different cultures, beliefs and ways of life.

Literacy, Language and Communication

Developing pupils' communication, language and literacy skills is a priority across the curriculum. We recognise that reading, speaking, listening and vocabulary development are fundamental to success in all subjects.

To achieve this, we:

- Explicitly identify and teach subject-specific vocabulary across the curriculum.
- Maintain a strong whole-school focus on phonics and reading.
- Provide rich opportunities for discussion, debate and presentation.
- Create first-hand learning experiences that enable pupils to talk confidently and purposefully about their learning.
- Engage experts, authors, storytellers and performers to inspire and enrich pupils' language development.

Learning Beyond the Classroom

We believe that memorable experiences deepen understanding and foster a lifelong love of learning. Our curriculum is enhanced through a wide range of educational visits, workshops and enrichment opportunities.

Examples include:

- Historical re-enactments and visits from members of the local community to support pupils' understanding of history and the lives of people in the past.

- Shakespeare performances, author visits and storytelling workshops to enrich literacy and foster a love of reading.
- Educational visits to museums, historic sites and places of cultural significance, including The Royal Gunpowder Mills, Colchester Castle and the Tower of London.
- Visits to Parliament and local council offices to strengthen pupils' understanding of democracy, citizenship and British Values.
- Music workshops led by professional musicians, and performance opportunities within the local community.
- Participation in the My Future programme, providing pupils with enterprise, careers awareness and real-world learning experiences that develop aspiration, employability skills and an understanding of future opportunities.

Personal Development and Character

Alongside academic achievement, we are committed to developing resilient, confident and responsible citizens.

Through residential experiences, outdoor learning, performances, leadership opportunities, sporting events and community engagement, pupils develop:

- Resilience and independence.
- Self-confidence and self-belief.
- Teamwork and leadership skills.
- Respect, empathy and responsibility.
- An appreciation of their role within both the local and wider community.

Our choir, performances and collaborative projects provide opportunities for pupils to develop communication skills, confidence and cultural capital while contributing positively to their community.

Inclusion and Equity

We are committed to ensuring that every pupil can access, participate in and succeed within the curriculum. We carefully identify barriers to learning and provide appropriate support, challenge and adaptation to enable all pupils to achieve ambitious outcomes.

We believe that every child deserves access to the full curriculum and that high expectations should apply equally to all learners.

Metacognition and Self-Regulated Learning

At Jotmans Hall School, we recognise the importance of metacognition: helping pupils to understand how they learn and how they can improve. Drawing on evidence from the Education

Endowment Foundation, we teach pupils to plan, monitor and evaluate their learning so that they become increasingly independent and effective learners.

We aim to develop pupils who:

- Understand their strengths and areas for development.
- Select and apply effective learning strategies.
- Reflect on and improve their performance.
- Demonstrate resilience when faced with challenge.
- Take ownership of their learning.

Through this approach, we seek to develop thoughtful, reflective and self-regulated learners who are equipped with the attitudes, habits and dispositions needed to succeed in an ever-changing world.

Ultimately, our curriculum is designed to provide every child with the knowledge, skills, experiences and cultural capital they need to flourish academically, socially and personally, both now and in the future.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [academy trust governance guide](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

All teaching staff will ensure that the school curriculum is implemented in accordance with this policy. The main duties of individual staff members

Staff Member	Curriculum Responsibility
S Warnes	Whole School Overview
F Ward	KS2 Overview and Maths
B Chapman	EYFS & KS1 Overview & Phonics and Early Reading

G Hindes	SEND & PSHE including RSE
L Jeffs	English
S Isaac	Science
N Bredin	PE
AM Chaplin	Geography
K Hems	History
M Lee	Computing
G Lankin	RE
G Groves	Art
G Groves	Design & Technology
K Wakeling	Music
L Blackburn	MfL (Spanish)

4. Organisation and planning

When developing our curriculum, we took our *Local Context* into consideration and we are continually seeking opportunities to embed the following into all aspects of our school curriculum:

Vocabulary Enrichment

- Explicit vocabulary on all subject planning to be taught
- Focus on Speaking and Language skills within lessons

Multi-Cultural and Diversity Enrichment

- Opportunities to expand the children's knowledge and experience are taken across the school and in all subjects where applicable.
- There is a school focus on Equality and Representation for all groups across all subjects.
- Focus days and weeks are imbedded into the curriculum
- Global links to be re-established with other schools

Our intent is that all children should enter KS2 able to fully access the KS2 curriculum and excel, and leave KS2 with the highest possible standards. Children in EYFS and KS1 study the full curriculum that prepares them for KS2. We have the highest expectations of all our children, regardless of their prior attainment.

Our curriculum is rich, broad, balanced, bespoke, diverse and relevant. We follow the EYFS and National Curriculum which defines the knowledge and skills in each stage, and the end points (end of EYFS, end of KS1 and end of KS2) in order to thrive in KS3

Each subject has its own policy explaining its whole curriculum and how it is delivered and sequenced.

Relationships and health education is covered in the PSHE including RSE Policy

Spiritual, moral, social and cultural development is covered in the PSHE including RSE Policy, the RE policy and is threaded through all other subjects.

British Values underpin all curriculum subjects, which is outlined in our British Values Statement (Appendix A)

EYFS policy contains information on how our early years curriculum is delivered.

All policies and statements can be found on our school website (www.jotmanshall.co.uk) or a paper copy can be obtained from our school office upon request.

Homework

At Jotmans Hall Primary School we recognise the value of the many activities that our children are involved in after school and at weekends, through family and friendship activities or their membership of clubs and organisations (e.g. Brownies and Cubs, sporting activities). These activities play an important part in the children's overall development and participating in such activities is to be encouraged.

The following will now be expected each week:

EYFS & KS1 (Acorn/Cedar/Beech/Willow Class)

- Phonics information sheet for practice and activities
- Numbots practice
- Spelling Shed practice* (Yr2 only - if appropriate)
- Times Tables Rockstars practice (Yr2 only - if appropriate)
- An occasional piece of practical homework linked to work in class



KS2 (Maple/Lime/Sycamore/Elm/Chestnut/Oak)

- Reading
- Spelling Shed practice*
- Times Tables Rockstars practice



- An occasional piece of practical homework linked to work in class

* (some children may be given Nessy Practice instead)



5. Inclusion

Inclusion Statement:

At Jotmans Hall Primary School our vision is ‘to unlock the potential in every child’

We aim to create a happy, safe and secure environment, where members of our school community are healthy, enjoy learning, achieve their potential, respect and value each other and themselves.

Jotmans Hall Primary School aims to:

- set suitable learning challenges;
- respond to pupils’ diverse needs; and
- overcome potential barriers to learning for individuals and groups of pupils.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Statement of Equality Information and Objectives, and in our SEN policy and information report (www.jotmanshall.co.uk)

6. Enrichment and Personal Development

At Jotmans Hall Primary School, we believe that every child is entitled to a rich programme of experiences that extends beyond the National Curriculum and helps them develop the knowledge, skills, confidence and character needed to flourish. Enrichment is not viewed as an 'add-on'; it is an integral part of our curriculum and plays a vital role in promoting pupils' personal development, wellbeing, cultural capital and aspirations.

Our enrichment programme is carefully planned to ensure all pupils, regardless of background or starting point, have equitable access to high-quality experiences. Through educational visits, visitors, performances, outdoor learning, sporting opportunities, music, leadership roles, community projects, competitions, cultural experiences and clubs, pupils develop resilience, teamwork, communication, creativity, independence and a sense of belonging.

Our enrichment offer is informed by the principles set out within the **Enrichment for All: Benchmarks to Build Belonging, Skills and Opportunity**, ensuring that:

- every pupil accesses a planned programme of enrichment throughout their primary education;
- enrichment is broad, balanced and inclusive;
- pupil voice helps shape future opportunities;
- barriers to participation are identified and removed;
- partnerships with community organisations and external providers enhance opportunities; and
- leaders regularly evaluate participation, quality and impact to continually improve provision.

Enrichment is deliberately linked to the wider curriculum so that learning is brought to life through meaningful first-hand experiences. Activities are designed to enhance attendance, raise aspirations, strengthen relationships, develop communication and leadership skills, and promote positive physical and mental wellbeing.

One of the school's key enrichment initiatives is participation in the **My Future** programme. This programme provides pupils with meaningful opportunities to explore future aspirations, develop essential life skills and strengthen their understanding of the wider world. Through employer engagement, enterprise activities, problem-solving challenges, teamwork and communication opportunities, pupils begin to recognise the links between their learning and future education, employment and community life. The programme supports the development of resilience, confidence, leadership and aspiration, helping children to understand that their ambitions are achievable regardless of their background. By embedding My Future within our wider curriculum and enrichment offer, we ensure pupils develop the knowledge, skills and attitudes needed to become successful, responsible and active citizens.

Alongside academic achievement, we place equal importance on developing the whole child. Personal Development is planned progressively from the Early Years through to Year 6 and is monitored using the **Jotmans Hall Personal Development Passport**, which records each pupil's participation in key enrichment experiences, leadership opportunities, community involvement and wider achievements. This ensures every child receives a broad and balanced entitlement, whilst allowing leaders to identify gaps in provision and target additional opportunities for pupils who may otherwise miss out.

By the time pupils leave Jotmans Hall Primary School, they will have experienced a wide range of memorable opportunities that prepare them not only for the next stage of education but also for life as confident, respectful and responsible citizens.

Enrichment Beyond the School Day

A wide range of extra-curricular opportunities before and after school further enrich pupils' experiences and enable them to develop talents, interests and passions. These activities contribute to pupils' personal development, wellbeing and lifelong love of learning.

7. Monitoring arrangements

The governing board whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School visits,
- Meetings with the school council,
- Joint subject monitoring with leaders
- Pupil Voice
- Data Analysis

Subject Leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies,

- Learning walks,
- Book scrutinies,
- Pupil voice
- Data analysis

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Headteacher and Trustee curriculum committee. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Individual Subject Policies
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- British Values Statement



Jotmans Hall Primary School

BRITISH VALUES STATEMENT

In accordance with the Department of Education we aim to actively promote British values in school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Actively promoting these values means challenging pupils, staff or parents/carers who express opinions contrary to fundamental British values, including 'extremist' views. Jotmans Hall Primary School takes opportunities and is committed to promoting these fundamental British values in the following ways:

The Key Values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Democracy:

Pupil voice, as well as parent/carer voice, plays a central part in developing school improvement priorities. The School is clear in demonstrating how pupils should contribute and co-operate and consider the views and needs of others.

To represent their views, ideas and wishes, each class, every academic year, elects:

- A School Counsellor
- An Eco Counsellor
- A Digital Leader

All three Councils meet regularly and take part in decision making on a range of topics and activities.

The Rule of Law:

Staff consistently reinforce high expectations of pupils. Whenever appropriate, pupils are taught the value and reasons behind these expectations (values), that they are there to protect us, everyone has responsibility and there may be consequences when values are disregarded.

The core values of Jotmans Hall Primary School are E.R.I.C. - **Effort, Respect, Independence and Communication.**

Eric the Owl



Individual Liberty:

Within School, everyone is actively encouraged to make choices, knowing that they are in a safe and supportive environment. The School provides pupils with opportunities to learn about what makes a good choice. Pupils are encouraged to express their views and teaching and learning incorporates their preferences and interests.

Mutual Respect:

At Jotmans Hall Primary School values of respect and tolerance permeate all areas of school life. This engenders a climate within which pupils feel safe and secure and facilitates the fulfilment of potential. All staff demonstrate respect to everyone they come into contact with. They consistently model and promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

Tolerance of those of Different Faiths and Beliefs:

The School's curriculum aims to develop understanding of the World. The RE and PSHE schemes of work provide opportunities for pupils to develop tolerance of and empathy towards those from different faiths, beliefs and cultures.

Enrichment Entitlement Statement

Jotmans Hall Primary School is committed to providing a planned, inclusive and ambitious enrichment programme that complements the taught curriculum and is an integral part of our wider curriculum offer. Our approach reflects the principles of the *Enrichment for All* benchmarks, ensuring every pupil develops a strong sense of belonging, confidence, character, cultural capital and the knowledge, skills and experiences needed to thrive. Our enrichment offer is carefully planned so that every child leaves Jotmans Hall having experienced a rich and diverse range of opportunities that broaden their horizons, raise aspirations and prepare them for lifelong success as confident, responsible and active citizens.

Principles

- Every pupil accesses a planned programme of enrichment across their primary years.
- The offer is broad and balanced, including arts, culture, sport, outdoor learning, leadership, STEM, citizenship and community engagement.
- Enrichment is linked to curriculum intent, attendance, wellbeing, behaviour and personal development.
- Pupil voice helps shape the enrichment offer.
- Barriers to participation are removed so disadvantaged pupils and pupils with SEND can fully participate.
- Partnerships with external providers enhance the school's offer.
- The impact of enrichment is reviewed annually and used to improve provision.

Jotmans Hall Enrichment Entitlement

Throughout their time at Jotmans Hall Primary School, every child will have opportunities to:

- Participate in educational visits linked to the curriculum.
- Learn from visitors, experts and members of the local community.
- Take part in workshops, performances and cultural experiences.
- Develop leadership through roles such as School Council, Eco Council, Digital Leaders, Sports Leaders and other pupil leadership opportunities.
- Represent the school in sporting competitions, festivals and performances.
- Be taught by qualified sports coaches and experience a wide range of physical activities.
- Take part in outdoor learning, environmental projects and adventurous activities, including residential experiences where appropriate.
- Participate in enterprise, careers and aspiration projects, including the **My Future** programme.
- Develop creativity through music, art, drama, dance and performance opportunities.

- Engage in debating, public speaking and oracy activities that develop confidence and communication.
- Contribute to fundraising, volunteering and community projects that promote citizenship and social responsibility.
- Celebrate local, national and international events that broaden cultural understanding and promote British Values.
- Access a wide range of lunchtime and after-school clubs that develop interests, talents and healthy lifestyles.
- Experience opportunities that develop resilience, teamwork, independence, leadership and problem-solving.
- Record and celebrate their wider achievements through the **Jotmans Hall Personal Development Passport**, ensuring every child receives a broad and balanced enrichment entitlement throughout their primary education.

Monitoring

Leaders and governors monitor participation, inclusion and impact through pupil voice, attendance at activities, curriculum reviews and personal development monitoring.