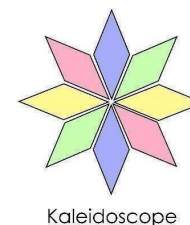


Kaleidoscope

## **Kaleidoscope School: Curriculum Values Policy**

**WE BELIEVE YOU CAN!**

Updated May 2026  
To be reviewed annually



This policy sets out how the school's curriculum is underpinned by clearly articulated values which shape curriculum intent, implementation and impact in line with Ofsted's Education Inspection Framework (EIF). The curriculum reflects our school vision and ensures that pupils acquire the knowledge, skills and experiences they need to succeed academically, socially and personally.

### **1. Curriculum Intent**

Our curriculum is ambitious, coherently planned and carefully sequenced to ensure progression for all pupils. It is designed to give pupils, particularly the most disadvantaged and those with SEND, the knowledge, skills and cultural capital they need to succeed in life. Curriculum design is rooted in our core values and is responsive to the needs of our pupils and community.

### **2. Curriculum Values**

Our curriculum is underpinned by the following values, which are explicitly and implicitly woven through all subjects and experiences:

Respect – promoting mutual respect, understanding of difference, and appreciation of diversity. Curriculum content reflects a range of perspectives and encourages pupils to engage respectfully with others.

Aspiration – maintaining high expectations for all pupils and encouraging ambition, curiosity and a love of learning. The curriculum provides opportunities for challenge, depth and excellence.

Belonging – ensuring all pupils feel valued, represented and included. Barriers to learning are identified and removed so that every pupil can participate fully.

Resilience – developing perseverance, confidence and the ability to learn from mistakes through challenge and reflection.

Responsibility – fostering independence, self-regulation, ethical thinking and an understanding of pupils' responsibilities to themselves, others and the wider world.

### **3. Curriculum Implementation**

Teachers deliver the curriculum using strong subject knowledge, inclusive pedagogical approaches and adaptive teaching strategies. Learning builds on prior knowledge, supports long-term memory and enables pupils to make meaningful connections. Values are modelled by staff and made explicit through classroom dialogue, resources, feedback and enrichment opportunities.



#### **4. Inclusion and Equality**

The curriculum is inclusive by design and reflects our commitment to equality of opportunity. Provision is adapted to meet the needs of pupils with SEND through reasonable adjustments, targeted interventions and specialist support. Curriculum content reflects the protected characteristics outlined in the Equality Act 2010 and actively challenges discrimination, stereotyping and prejudice.

#### **5. Spiritual, Moral, Social and Cultural (SMSC) Development and British Values**

The curriculum actively promotes pupils' spiritual, moral, social and cultural development and prepares them for life in modern Britain. SMSC development is embedded across all subjects and wider school experiences.

Spiritual development is supported through opportunities for reflection, creativity, awe and wonder, and exploration of beliefs and values.

Moral development is promoted through discussion of right and wrong, ethical dilemmas, and the consequences of actions, enabling pupils to make informed choices.

Social development is fostered through collaboration, teamwork, pupil voice, and opportunities to contribute positively to the school and wider community.

Cultural development is enhanced through exposure to a wide range of cultural experiences, traditions, texts and creative opportunities that reflect both local and global communities.

The curriculum also promotes fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

#### **6. Curriculum Impact**

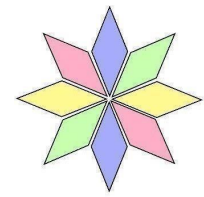
Leaders evaluate the impact of the curriculum through assessment information, pupil outcomes, work scrutiny, lesson visits and pupil voice. Pupils demonstrate secure knowledge, positive attitudes to learning and readiness for their next stages of education. The school's values are evident in pupils' behaviour, relationships and engagement with learning.

#### **7. Roles and Responsibilities**

The headteacher and senior leaders are responsible for ensuring the curriculum reflects the school's vision and values. Curriculum leaders ensure subject intent and implementation align with whole-school priorities. Teachers are responsible for delivering the curriculum effectively, and governors monitor and challenge curriculum impact and effectiveness.

#### **8. Review and Monitoring**

This policy is reviewed annually to ensure it remains compliant with statutory guidance, reflects current best practice and continues to meet the needs of pupils.



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