

Henry Hinde School Curriculum



Information 2025 2026

Curriculum Intent

At Henry Hinde School, our curriculum is the foundation through which we nurture curiosity, build character and empower every child to thrive. Its purpose is to fulfil our Trust ambitions to deliver excellence, inspire community and nurture potential, enabling us to equip children for a world of possibilities.

The curriculum encompasses all planned activities designed to promote learning, personal growth and development. It includes statutory content, extra-curricular opportunities and the hidden curriculum—what children learn from the culture, expectations and relationships within school. We believe that an exceptional curriculum goes beyond statutory requirements. It embraces the full breadth of academic, personal and social experiences that shape confident, resilient and compassionate learners.

Our approach is rooted in enquiry, encouraging children to think deeply, ask meaningful questions and take increasing ownership of their learning. Our curriculum is designed to ensure continuity and progression for all pupils. It is built around the National Curriculum 2014, the Early Years Foundation Stage 2024 and our carefully sequenced *Essential Knowledge, Skills and Understanding* frameworks. English, Mathematics and Computing are woven purposefully throughout the wider curriculum to strengthen core skills and support high standards across all subjects.

We are committed to providing a curriculum that reflects the needs of our local community while preparing children for life in a diverse and rapidly changing world. Through rich, first-hand experiences, high-quality teaching and an environment that inspires independence and collaboration, we broaden horizons and raise aspirations. Every child is supported and challenged to achieve their best, regardless of background or starting point.

Personal development is central to our offer. Through PSHE, SCARF, Religious Education and wider enrichment, children learn to understand themselves, respect others and contribute positively to society. Reflection is embedded throughout our curriculum, helping learners recognise their achievements, understand their next steps and develop the skills needed to become lifelong learners.

Our curriculum is ambitious, inclusive and purposeful. It is designed not only to secure strong academic outcomes but to develop confident, articulate and well-rounded young people who are ready for the next stage of their education—and for the opportunities and challenges of the future.

The structure of our Key Stage 1 classes has changed this year. Pupils are organised into three classes of mixed Year 1 and Year 2 pupils. However, the delivery of the core curriculum is in single age classes.

Curriculum Aims

Our curriculum aims to:

- Provide meaningful, engaging learning experiences.
- Develop confident, independent learners who think deeply and ask questions.
- Prepare children for future education, employment and life in a diverse global society.
- Reflect and respond to the needs of our local community.

Curriculum Principles

Our curriculum is underpinned by the following principles:

1. Learner Involvement

- Learning begins with questions and enquiry.
- Children take an active role in shaping their learning journey.
- Deep thinking and curiosity are encouraged.

2. Continuity and Progression

- Progression is mapped through the Early Years Framework, National Curriculum 2014 and Essential Knowledge, Skills and Understanding matrices.
- Learning builds systematically within and across year groups.

3. Application of Core Skills

- English, Mathematics and Computing skills are applied across subjects where appropriate.

4. Reflection and Review

- Post-learning tasks support self-evaluation.
- Reflection is central to the school's *Learning to Learn* ethos.

Curriculum Non-Negotiables

To meet the needs of both the local community and wider society, our curriculum must:

- Be planned and delivered by qualified staff.
- Cover all statutory content (EYFS 2024 and National Curriculum 2014).
- Be inclusive and offer a broad range of experiences, including extra-curricular opportunities (*Family Dynamics*).
- Provide a positive, inspiring learning environment that promotes independence and collaboration (*Perceptions*).
- Prioritise experiential, hands-on learning and play-based approaches (*Early Childhood Experiences*).
- Raise aspirations and prepare children for future education and employment (*Employment & Financial Security*).
- Offer challenge and support for all learners, with a strong focus on core skills (*Baseline*).
- Provide high-quality feedback at every stage of learning (*Expectations*).

Curriculum Implementation

Curriculum Coverage

- Reception follows the Early Years Foundation Stage Curriculum 2024.
- Years 1–6 follow the National Curriculum 2014.
- Full subject content is delivered to ensure progression within and between year groups.

Teaching Approach

- Learning is taught thematically where possible to give meaning and purpose.
- Themes may be whole-school or year-group specific.
- Weekly opportunities are provided for supported, independent and unaided learning.
- English and Maths are taught discretely, with regular opportunities to apply skills across the curriculum.

Core Subjects

English

- ReadWriteInc is used for phonics and early reading and is taught 4 days a week
- Ready Steady Write will be introduced from the Summer Term 2026 to support the implementation of the DFE Writing Framework
- Strong focus on fluency, comprehension, vocabulary and writing stamina

Mathematics

- Teaching for Mastery principles underpin lesson design.
- Reception use Mastering Number to plan and deliver the Number ELG. White Rose Maths is used to plan and deliver all other Maths content
- White Rose Maths small steps are used to plan sequences of learning in Years 1 to Year 6
- Mastering Number is used to promote fluency.

Science

- Enquiry-based investigations
- Strong emphasis on scientific vocabulary and working scientifically

Personal Development

Religious Education

- Planned using the Coventry & Warwickshire Agreed Syllabus 2024.
- RE is delivered weekly and builds character, empathy and respect.

PSHE

- SRE is taught through the curriculum and weekly PSHE sessions using the SCARF programme (Safety, Caring, Achievement, Resilience, Friendship).
- The *Taking Care* project is delivered annually in Reception and KS1, supporting personal safety and protective behaviours.

Enrichment

- Trips, visitors and events are planned to bring learning to life.
- Leadership opportunities include The Head Boy and Girl, Pupil Leaders and Reading Ambassadors (KS2).
- Assemblies, themed weeks and community projects deepen cultural capital.
- We offer a wide range of before and after school clubs.

Assessment

- Ongoing assessment informs planning and next steps, supported by the use of Sonar.
- National assessments include:
 - Reception Baseline and EYFS Profile
 - Year 1 Phonics Screening Check
 - Year 4 Multiplication Tables Check
 - Year 6 SATs
- Written and verbal feedback supports progress across the curriculum.
- Termly assessments are undertaken and tracked through PiXL.
- Mini reports are shared with parents in the Autumn and Spring Terms and a full end of year report is produced in the Summer Term.

Special Educational Needs and Inclusion

- At Henry Hinde School, we value all pupils equally and are proud of our strong commitment to inclusive mainstream education. We recognise that children learn in different ways and may require additional support at various points in their school journey. Learning Support Assistants, Teaching Assistants and specialist staff work collaboratively with class teachers to ensure that pupils with Special Educational

Needs and Disabilities can access the full curriculum and experience success. Support is delivered flexibly; most pupils learn alongside their peers in the classroom, while some may receive targeted small-group or individual intervention where this is the most effective way to meet their needs. A wide range of evidence-based strategies and personalised interventions are used to remove barriers to learning, promote independence and enable every child to make strong progress. Our inclusive approach ensures that all pupils feel valued, supported and able to thrive as part of our school community.

- Challenge is built in for higher-attaining pupils through depth, questioning, reasoning and independent enquiry.