**CURRICULUM RATIONALE**

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| **INTENTIONS** |  | **CORE VALUES**  Our curriculum is designed around the school’s four core values which aim to support all children’s moral, spiritual and cultural development as well as their understanding and use of British Values. | **Learning Comes First**  *Learning together to make sure that everyone learns is a supportive environment in which we all achieve our personal best.* | | | | | | | | **Learning About Learning**  *Learning together to take responsibility for improving our own learning by using what we already know, do and understand.* | | | | | | | | | | | **Learning to Live Together**  *Learning together to understand and respect that everyone is unique.* | | | | | | | | | **Learning Today for Tomorrow**  *Learning together to live successfully in a rapidly changing world.* | | | | | |
| ***Rule of Law*** | | | | | | | | ***Democracy*** | | | | | | | | | | | ***Tolerance of those of difference faiths and beliefs*** | | | | | | | | | ***Individual liberty and mutual respect*** | | | | | |
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|  | **LEARNING BEHAVIOURS**  We understand that learning is a journey of successes and set backs. In order to keep going and ‘Be the Best we can Be!’ we make sure that everyone shows these behaviours. | **REFLECTION** | | | | | **PERSERVERENCE** | | | | | | **CO-OPERATION** | | | | | | | | **CREATIVITY** | | | | | **RESPONSIBILITY** | | | | | | **RESILIENCE** | | | |
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| **INTENT** |  | **CURRICULUM INTENT**  It is vital that our curriculum meets the specific needs of our local, national and global community.  This includes: | Focus on regular communication through spoken language.  Vocabulary rich environments | | | | A wide range of first hand experiences to inspire experiential learning. | | | | | | Positive learning environments that excite and empower learners to work independently, in collaboration or individually. | | | | | An uncompromising focus on the acquisition and mastery of core basic skills. | | | | | | Developing community links | | | | Knowing how to keep safe. | | | | | | Instilling high aspirations for future potential and to prepare children well for the next stage of their education. | | |
|  | Early Years and National Curriculum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **IMPLEMENTATION** |  | **CURRICULUM IMPLEMENTATION**  Our curriculum is based on the *knowledge* to be learnt; *understanding* to be gained and the *skills* to be developed. The delivery changes based on this key framework to meet the emerging needs and interests of each cohort. | Communication and Language | | | | Physical Development | | | | | | Personal, Social and Emotional Development | | | | | Literacy | | | | | | Mathematics | | | | Understanding the World | | | | | | Expressive Arts and Design | | |
| D&T | SCIENCE | HISTORY | | | | | ENGLISH | | GEO. | | | | ART | COMPUTING | | | | PE | | MATHS | | Forest School | | MUSIC | | PSHCE | | | RE | | | TAKING  CARE | P4C |
| CURRICULUM DRIVERS | | | | | | | | | | | | | | | | | | **OFTEN TAUGHT IN DISCRETE SUBJECTS / BLOCKS / THROUGHOUT THE CURRICULUM** | | | | | | | | | | | | | | | |
| WOW MOMENTS | | | MASTERY APPROACH | | | | | | KNOWLEDGE UNDERSTANDING AND SKILLS | | | | | | | HIGH QUALITY TEXTS | | | | | FOCUS ON VOCABULARY | | | | THEMED | | | | | | PURPOSEFUL OUTCOMES | | |
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| **IMPACT** |  | **CURRICULUM IMPACT**  The impact of the curriculum is measured by evaluating both qualitative and quantitative sources. | LEARNING TODAY FOR TOMORROW  Instilling in our children a life-long love for learning. | | | | | ASSESSMENTS  Formative and Summative | | | | | | LEARNER VOICE  Questionnaires, self and peer assessment, school council | | | | | | | | EYFS | | | | | PHONICS SCREENING | | | | | | END OF KS1 ASSESSMENTS | | | |
|  | PUPIL PROGRES MEETINGS | | | | | POSITIVE ATTITUDES TO LEARNING | | | | | | NATIONAL AWARDS | | | | | | | | THE WHOLE CHILD | | | | | PARENTAL VOICE | | | | | | EXTERNAL VALIDATION | | | |

**Equipping children for a world of possibilities!**

**Subject Intents**

**Science**

To inspire children through first-hand experiences to become scientists of the future. Children will have a secure understanding of scientific knowledge, processes and have the vocabulary to explain and question the world around them.

**PSHE**

At HHIS, children put into practice the rich PSHE skills which are embedded in our curriculum. Through discreet PSHE teaching, assemblies and clear learning behaviours which form part of our core identity as a school, children are able to build the foundations of knowledge, skills and attributes they need to manage their lives both for now and in the future. Children have a clear idea of how to stay safe within school and through working in conjunction with parents and other agencies we are able to promote and embed the spiritual, moral, cultural, mental and physical development of pupils at our school so they feel confident that they can “Be the best that they can be!”.

**RE**

RE at HHIS is all about encouraging children to learn about major world faiths, and where possible, through facilitating first hand experiences of religion in our local community, children will have a better understanding of the make-up of people’s religious beliefs in their local area. This, in turn, will allow children to show both empathy and a deeper understanding of people’s religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. Though taught sessions which involve role-play, exploring artefacts and producing artwork, children are provided with a well-rounded approach to learning about other faiths on a weekly basis.

**History statement of intent**

To develop children’s understanding of History by instilling curiosity about inspirational people and events that helped shape and change the world as we know it now.

**Geography statement of intent**

To establish a desire to investigate their immediate surroundings through practical fieldwork and inspire curiosity about their wider world.

**Computing Curriculum**

To nurture a child with high aspirations who feels safe and is prepared for a technology filled future.  Through deepening their understanding and challenging their thinking by cultivating a computational mind capable of developing and using their learning confidently in everyday situations.

**English**

To prepare literate children for the future who have a clear ability to convey need and can express themselves fully. To develop equip children with the literacy skills in order for them to be able to operate successfully in the wider world.