

Our *Core Values* Curriculum



HHIS Core Value	Learning Comes First <i>Learning Together to make sure that everyone learns in a supportive environment in which we all achieve our personal best.</i>	Learning About Learning <i>Learning together to take responsibility for improving our own learning by using what we already know, do and understand.</i>	Learning to Live Together <i>Learning together to understand and respect that everyone is unique.</i>	Learning Today for Tomorrow <i>Learning together to live successfully in a rapidly changing world.</i>
DfE British Value	Rule of Law	Democracy	Tolerance of those of difference faiths and beliefs	Individual liberty and mutual respect
Curriculum Example/s	<ul style="list-style-type: none"> School vision – ‘Be the best you can be!’; Consistent school rules, rewards and sanctions – based on pupil empowerment (right & wrong choices); Visits from Police/PCSO; Awards to celebrate good behaviour: Courtesy Cup, Attendance Ship; Weekly Golden Table & Golden Time to celebrate good behaviour; Awards to celebrate learning: Star Writer, Star Problem Solver, Star Entrepreneur; PE curriculum includes concept of ‘fair play’; Aspirational target setting; High staff:pupil ratio – including highly qualified staff; Rigorous and systematic training schedule for all staff and Trustees; Enquiry based curriculum – including British history and geography drivers; Rigorous and uncompromising core skills curriculum – ReadWriteInc., GaP, Maths Mastery; Vertical streaming – Family Circle, Lunchtime groups; Specialist provision at all levels – including external professionals (SEN, Health, ACE), Learning Mentor, TEFL trained staff, Nurture groups, etc.; Personalised provision for all learners – mapped half termly; Pupil friendly marking and daily response time; Effective relationships with feeder schools – including Rugby West PLC (Chair person school) and pre-schools; Effective partnerships with parents and families – including additional support (CAF, FIT) and workshops; School Awards – Artsmark, Healthy Schools, Rugby in Bloom, EcoSchool, Active Mark. 	<ul style="list-style-type: none"> Highly effective (support and challenge) Board of Trustees – clear roles and responsibilities, relentless pursuit of excellence, diverse representation; Enquiry based curriculum; Annual learning about Parliament, Government and its link to a school council; Annual pupil voted School Council elections; Collective decision making via School Council, e.g. outdoor equipment, homework, spending of Sports Funding; Collective decision making via all stakeholders, e.g. Academy conversion, expansion; Pupil-led curriculum content – What we know and what we want to find out; Independence in learning – free-flow learning based on using and applying; Weekly Philosophy for Children (P4C) sessions; Forest Schools for all KS1 learners – negotiating and collaborating; Performances and sharing assemblies; Be the Best you can Be! Program taught annually – being aspirational and having a dream; Visits from previous pupils who have achieved their personal dream/aspiration; Reflection based curriculum – learning how to use your voice and share what you know. 	<ul style="list-style-type: none"> Annual ‘Same but Different’ week – comparing heritage and cultures; Annual anti-bullying week; Warwickshire approved RE curriculum – comparing 6 major faiths; Broadly Christian ethos (representative faith of local community) – basis of collective worship; Weekly newsletter ‘Celebration Corner’ – recognising achievement within and beyond school; UK culture bears; Faith dolls; Annual visits to places of worship – different for each year group; Show & Tell and Circle time; Assembly visitors from different faiths – including strong relationship with local churches; Assembly visitors that represent different disabilities, e.g. Wide range of culturally representative resources. 	<ul style="list-style-type: none"> Annual Taking Care project – including protective behaviours; Annual eSafety workshops; Oracy centred curriculum – confidence to speak and to listen; Active ‘buddy’ scheme led by older pupils; Lunchtime monitors; Play leaders; Philosophy for Children; Show & Tell and Circle Time; Year Group Enquiry Zones – practise independence in learning; Wide range of extra-curricular clubs (sport, music, art, computing, MfL, gaming); Annual Green day – including visitors from conservation/energy companies; Caring for the environment – including gardening club, Forest Schools, visits to local environment (railway line, farm, parks); Charity work – Rugby Foodbank, Children in Need, Comic Relief, Sport Relief, sponsored walk; Grandparent’s lunches; Annual community picnic; Half termly ‘Learning Together’ sessions; Family Circle; Philosophy for Children; Integrated use of computing and technology; Forest Schools – including managing own and others’ risks and being adaptive/flexible to others and needs and the environment; Annual Enterprise Week; Effective transition in to and on to school.
Year Group Specific Example/s	Reception What do I know about me? Who can I ask for help? Year One How do I know I’m being good? Who was Guy Fawkes? Who are the Royal Family? What do aliens think of life on planet earth? Year Two What would your perfect town look like? What important events happened in 1666?	All Learning Challenges across all year groups.	Reception What is Holi? What do I know about me? Year One What is important to you? How do religions welcome new members? Year Two Why can’t you grow the same foods in England and Africa? When do we cooperate? What have I learned about different religions? What would your perfect town look like?	Reception Who can I ask for help? Year One Where do the leaves go in winter? What has changed since your grandparents were young? Year Two Why can’t you grow the same foods in England and Africa? Why were Christopher Columbus and Neil Armstrong brave people?