

# Curriculum Statement

Each child who leaves our school should depart as an academically curious life-long learner and a confident and thoughtful citizen who believes in equality of opportunity for all; they should have the tenacity to effect change in this community and beyond for the greater good.

We have planned our curriculum in order that we meet this statement, for every pupil in our care, regardless of starting point. In doing so, we have evaluated and selected each element of the curriculum to reflect the needs of the children entering our school in order that they meet their potential, and our wishes, when they leave us. We have considered the wellbeing and workload balance for our staff at every point of the curriculum design to ensure we retain our fantastic team.

## School context

Our school is in the centre of the rural market town of Langport, an hour's travel from any city. Our children face many challenges in this area and at home. Within the school itself, challenges which were taken into consideration when forming a robust curriculum were:

- Most year groups split over two classes
- High levels of mid-year transition into school
- Low levels of parental engagement
- Families struggling financially to pay for trips, uniform and resources
- School funding priorities
- Wellbeing and workload balance

## Statutory considerations

HEPS (Huish Episcopi Primary School) is part of The Levels Academy Trust and, as such, is able to have more flexibility with its approach to curriculum design; paragraph 2.41 states that "*the curriculum is the responsibility of the academy trust*". However, there are statutory requirements as follows:

- An academy must provide a curriculum that includes English, maths and science until age 16
- Views or theories that are contrary to established scientific or historical evidence and explanations cannot be taught as evidence-based
- Academies must teach RE and provide a daily act of collective worship. The requirements for teaching RE and acts of daily collective worship vary depending on whether the academy has a designated religious character (HEPS does not)
- Evolution must be taught as a "comprehensive, coherent and extensively evidenced theory"
- Political issues must be handled in a balanced way
- British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, must be actively promoted
- Principles that support equality of opportunity for all must be promoted

## The foundations

We have based our curriculum offer on the National Curriculum, 2014. The RE curriculum is based on Somerset's RE syllabus: Awareness, Mystery and Value (AMV). PSHE is based on The PSHE Association's programme of study. These curriculums are thoroughly researched, resourced and proven, and offer a broad and balanced experience. Our school has a high percentage of transition therefore a national standardised programme eases settling and prepares those who leave us to do well.

## Subject allocation

The table below shows which children learn each subject:

Subject	Classes	Notes
Art and DT	All	EYFS: Expressive arts and design – exploring using media and materials, being imaginative
Computing	All	EYFS: Understanding the world - technology
English	All	EYFS: Literacy – reading, writing EYFS: Communication and language – listening and attention, understanding, speaking
French	Northmoor, Isle, Kingsmoor	Other classes are exposed to alternative languages and cultures through other programmes of study, assemblies etc
History	All	EYFS: Understanding the world – the world, people and communities
Geography	All	EYFS: Understanding the world - the world, people and communities
Maths	All	EYFS: Maths – numbers, shape, space and measure
Music	All	EYFS: Expressive arts and design – exploring using media and materials, being imaginative
PE	All	EYFS: Physical development – moving and handling, health and self-care
PSHE	All	EYFS: Physical development – health and self-care EYFS: Personal, social and emotional development – making relationships, self-confidence and self-awareness, managing feelings and behaviour
RE	All	EYFS: Understanding the world – the world, people and communities
Science	All	EYFS: Understanding the world – the world

Each class has a two year rolling programme to ensure children build upon knowledge and skills gained in the same class the previous year whilst extending into the appropriate year group. The table below shows approximate averages for how much class time is allocated to each subject per week when averaged over the year:

	English	Maths	Science	Computing	RE	Art/DT	Geography	History	Music	PE	PSHE	French
EYFS	Dependent on the time of year as the focus changes rapidly											
KS1	7.5	5	1.5	.75	.75	.75	.75	.75	.75	1.5	.75	
KS2	7.5	5	1.5	.75	.75	.75	.75	.75	.75	1.5	.75	.5

## Additional learning opportunities

Whilst the curriculum offers regular and formalised learning opportunities, there are many occasions and events where the children are exposed to alternative learning experiences including:

- Assembly programme including celebration assemblies, guest speakers etc
- Fixtures and sporting events including Olympic Day etc
- Clubs from kickboxing to cookery, from bookworms to choir etc
- Trips locally to local businesses and areas of natural interest etc
- Visits further afield or with overnight stays to the theatre, London, museums etc
- Competitions such as the speaking competition (1<sup>st</sup> place second year running), debating (1<sup>st</sup>) etc
- Performances including the Nativity, Yr6 production, LangFest, local dance group etc
- Events such as Remembrance Day Service, Carol Concert, Harvest Festival etc
- Raising the Future events such as visiting career fairs, work places, universities etc

## Ownership and development

The curriculum we have created belongs to Huish Episcopi Primary School. It has been uniquely developed to fulfil the statutory and cultural capital requirements of our children, staff, parents and school. We have taken into account the views of each of these stakeholders when creating the curriculum. The owners of this curriculum are the teachers and staff who contributed towards its creation, evolution and development through a collegiate approach.

## Dissemination

The curriculum is reviewed annually early in the summer term but is essentially a live document when necessary to meet emerging needs. Curriculum overviews will be sent home early in the autumn term, placed on our website, be available in each class (possibly online) and be maintained on the school P drive.

## Equality

We are committed to a high quality curriculum which is ambitious in meeting the aspirations of every child in our school in a fully inclusive manner.