

## ***Curriculum Statement***

DATE OF REVIEW: Autumn 2025

DATE OF NEXT REVIEW: Autumn 2027

TO BE REVIEWED BY: Teaching & Learning committee



Science  
History  
Geography  
Design Technology  
Computing

Topic

**English**  
**Reading** - Word & Comprehension.  
**Writing** - Transcription, Handwriting, Composition, Vocabulary, Grammar & Punctuation.  
**Maths**  
Number place value, Addition Subtraction Multiplication Division, Fractions, Measurement, Shape, Position, Statistics, Ratio & Algebra



Ethos



Our Curriculum



Core



SMSC  
FBV  
PSHE & RSE  
RE  
E Safety  
Learning Behaviours

Enrichment

PE  
Music & Art  
Outdoor learning  
Residential visits  
Visits and Visitors  
MFL  
Forest School  
Creative Thursday

## Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

The Implementation of our curriculum is the responsibility of all teaching staff.

The school Curriculum statement reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

## Curriculum Intention

At Hatherleigh Community Primary School, our **curriculum intent** is to provide the best possible environment for our children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the world around them. Our curriculum is designed to enable us to bring the best out of our children, ensuring that they maximise their potential as fully as possible for the next stage of their lives.

Our curriculum encourages our children to be:

- ☐ Curious
- ☐ Creative
- ☐ Knowledgeable
- ☐ Collaborative
- ☐ Positive
- ☐ Reflective
- ☐ Adventurous

Through SMSC, FBV and PSHE lessons we ensure our children understand themselves, their place in the world and how to make the world a better place. We aim to build resilience and ambition in our children and encourage positive learning behaviours.

Our curriculum is focused on developing the children's knowledge and skills across all of the National Curriculum subjects, ensuring the children are ready for their next stage of learning and understand how each stage builds on previous skills, knowledge and understanding.

The teaching of Early reading and phonics from EYFS and across the whole school is given a high priority in our curriculum as the ability to read and understand opens up the learning for all of our children.

We aim to provide our children with the cultural capital that they need to enable them to succeed in life, through a range of visits, including residentials, and visitors to school.

Our children have opportunities to explore and develop skills in a wide range of creative subjects including music, art, dance through our dedicated Creative Thursday initiative.

We are a reflective school, continually striving to improve our teaching and learning.

## **Curriculum Implementation**

The curriculum forms the basis for our learning and the experiences our children enjoy during their time at Hatherleigh. We are proud that Hatherleigh's curriculum goes beyond the statutory National Curriculum (2014) and encompasses cultural, creative and sporting opportunities. The curriculum we offer at Hatherleigh enables us to ensure that every child develops the key learning steps and receive learning experiences and opportunities to develop their knowledge and skills in different ways. We ensure that learning at Hatherleigh broadens the values and opportunities for the child as they grow and develop.

Our curriculum consists of many planned experiences in school and out, including, topic days, school council, assemblies, trips, visitors, residential visit, workshops and fundraising opportunities. Specialist teachers support our delivery of MFL, PE and creative arts. Outcomes are designed to meet not only the requirements of the National Curriculum but also to develop the skills needed by our children for learning and for life.

We have a vibrant and rich curriculum which builds upon the prior learning from EYFS to the end of KS2, ensuring consistency and progression. To ensure that progression and balance is maintained across the school, Curriculum overviews and Progression of knowledge , skills and understanding documents are created for each subject detailing objectives, knowledge, skills, understanding and key vocabulary.

Subject leaders ensure that the Subject Intent for their subject is up to date and relevant for the children we have in school.

Teachers then translate these units into smaller daily / weekly plans where the specific needs of the children can be addressed.

## **SEND**

We believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that take into account the individual needs of our children.

## **Equality Statement**

At Hatherleigh Community Primary School we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Hatherleigh Community Primary School aims to promote pupils' Spiritual, Moral, Social, and Cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Hatherleigh Community Primary School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.

- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

### **Remote Learning Provision**

In the event of our school being closed due to the continuing global pandemic or other adverse event, please see our Remote Learning provision which can be found on the school website

### **Foundation Stage**

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

Early Years learning, concentrates on the 7 areas of learning split between prime and specific areas of learning

Prime areas:

- Personal, social and emotional Development
- Communication and language
- Physical development

The specific areas of learning are

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **Key Stages 1 and 2**

Children in years 1-6 follow the National Curriculum for England (2014).

<b>Core subjects</b>	KS1	KS2
English	✓	✓
Mathematics	✓	✓
Science	✓	✓

<b>Foundation subjects</b>	KS1	KS2
Art and Design	✓	✓
Computing	✓	✓
Design and Technology	✓	✓
Geography	✓	✓
History	✓	✓
MFL - French	X	✓
Music	✓	✓
Physical Education	✓	✓
PSHE & RSE	✓	✓
RE - following the Devon agreed syllabus	✓	✓

### **Curriculum Organisation and Assessment**

- The curriculum is taught through discrete subjects with cross-curricular links and thematic approaches where relevant.
- Each Year group has a Long Term Plan highlighting the units of study for each subject area. This is reviewed annually.
- Each subject has a Curriculum overview and Progression of knowledge, skills and understanding documents which are used to produce weekly plans and ensure progression of knowledge , skills and understanding.
- Key vulnerable groups including SEND, FSM, Disadvantaged and EAL are identified and, where appropriate, differentiated activities / support/intervention is provided.
- There will be a range of teaching methods used ranging from whole class, group, paired and individual.
- Teachers are aware of the different learning styles of children and endeavour to use a variety of methods in the day to day delivery of our curriculum.
- Curriculum delivery is monitored in accordance with the school's Monitoring and Evaluation schedule.
- An emphasis is put on the teaching and learning of Early reading and phonics and the acquisition of basic skills in both English and Maths.
- Each pupil will be assessed through the use of both summative and formative assessment to determine their attainment and progress in English and Mathematics termly and all other Curriculum subjects at the end of every school year. These assessments will be reported to parents and Governors and used by the Headteacher, SLT and Curriculum leaders to ensure high standards and expectations for all pupils in every curriculum subject.

## **Roles and Responsibilities**

- The Headteacher has responsibility for the leadership of the whole curriculum together with the Curriculum subject leaders.
- Monitoring of the provision of the curriculum is by the Headteacher, SLT and Curriculum subject leads.
- The SENDCo is responsible for the development of provision maps and supporting each class to achieve the best possible outcomes for individual pupils.
- Class teachers ensure that the curriculum is well-planned and delivered and that the aims are achieved by each class. Class teachers regularly review and if necessary, update curriculum planning.
- The Governing Body regularly monitors the success of the curriculum, through presentations by subject leaders and through written report

## **Impact of the school curriculum**

The children of Hatherleigh Community Primary School will leave ready for the next stage in their learning at secondary school. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be curious, creative, Knowledgeable, collaborative, positive, reflective and adventurous with a thirst for learning and motivation to excel. The children will have a strong desire to embrace challenges and to be resilient learners. Our curriculum will also enable our children to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

