



Harby Church of England Primary School

Curriculum Statement

This Curriculum Statement aims to give an overview of Harby C of E Primary School's approach to planning and delivering the curriculum for all pupils. If you would like further information regarding the specific curriculum content for individual subject areas please contact the school and we will be happy to help, advise and share this with you.

The school aims to provide a broad and balanced curriculum, with the acquisition of knowledge, skills and attitudes, which are relevant and meaningful to the needs of today's and tomorrow's society.

The curriculum relates to the development of the whole child and the school aims to meet the individual needs of all pupils. We aim to help each child achieve their full potential.

We encourage learning through first hand experiences. Activities are aimed to be purposeful, stimulating and enjoyable, wherever possible. The school still recognises the importance of the Every Child Matters agenda and strives to ensure that all children are valued and developed. We are working towards implementing the new National Curriculum 2014 fully across all year groups and this will develop steadily in line with statutory guidance and requirements.

Where appropriate, content is delivered through topics and staff are encouraged to link areas of the curriculum together in creative ways. A revised and detailed curriculum map is developing in light of the curriculum changes and new statutory requirements. This allows staff to create their own topics whilst also ensuring the progression, continuity and entitlement of statutory elements remain. Staff are encouraged to use skills and knowledge lists in developing their topics to ensure that children's development is rounded and not just content led. Sustainability, healthy living and community cohesion aspects are included in our activities where relevant and appropriate.

Teachers are encouraged to include a wow factor in their topics which will make the experiences memorable for children, inspire and enthuse them and enrich the curriculum. This may take the form of an educational visit, whole class or school activity days or inviting speakers and professionals into school to share knowledge and specialist resources. Use of the local environment, both within the school grounds and nearby are also used to stimulate learning. Tenuous links are avoided and curriculum areas which do not fit into the topic model are taught separately. Whole school curriculum days or weeks are a feature of the school and allow pupils of all ages to work collaboratively, enhancing their personal and social development in a purposeful way.

We recognise that Harby is a small, rural village and the school identifies with the need and importance of developing children's understanding of our world in a wider context. We strive to make purposeful links outside of the village to enhance children's cultural and global understanding.

A variety of teaching styles and pupil organisations are employed, as we recognise the benefit of different approaches in achieving effective learning. Children learn in different ways. We take pride in knowing our children well and therefore planning lessons and activities in a way that will engage them in the learning process. We continue to develop our use of ICT to enhance and support the curriculum as a tool for learning and as an important skill in its own right.

The curriculum is ever changing and growing and we recognise this and embrace change and challenge. Regular evaluation and review ensures that the school continues to deliver a relevant and purposeful curriculum and that pupils receive their entitlement.

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

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