

Hurstbourne Tarrant Church of England Primary School

‘Love of Learning, Love of Life, Love of Christ!’

Curriculum Policy



Our School Christian Values = REACH

R=espect E=ffort A=im High C=are and love H=onesty

Headteacher Signature:	Date: July 2026
Chair of Governors Signature:	Date: July 2026
Date for renewal: July 2029	

Our School's Christian Vision

Through ‘Love of Learning, Love of Life, Love of Christ,’ we aim to ensure that our school is a place which helps children to reach their potential within an environment that helps and nurtures them to a positive purpose in life being true to themselves and others.

Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we're saying.

We believe our curriculum should:

- Be purposeful with clear outcomes.
- Build on our Christian Values of Respect, Effort, Aim High, Honesty, Care and Love.
- Develop strong learning behaviours through our Learning Toolbox which develops:
 - Collaboration
 - Communication
 - Confidence
 - Independence
 - Perseverance
 - Reflection.
- Encourage children to take risks and explore concepts through the use of Philosophy For Children (P4C) thus developing Higher Order Thinking.
- All work is to be the highest possible standard.
- Be inclusive for all children.
- Encourage parents to be part of their child's learning journey.
- Allow children to reflect on the world around us and develop a sense of global issues.
- Develop a 'love of learning, love of life and a love of Christ!'
- Encourage the best possible progress and the highest attainment for all pupils
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding
- Enable pupils to make links and connect learning across different areas of the curriculum
- Help pupils to think creatively and solve problems
- Develop pupils' capacity to learn and work independently and collaboratively
- Enable pupils to respond positively to opportunities, challenge and responsibilities

We do this by:

- Using a curriculum map that is on a 2 year cycle (except Early Years) and this will constantly be evolving.
- Topics being naturally led by Geography/History or Science in Partnership with English supported by Art and Design Technology.
- Teaching Maths/PE/RE/PSHE/Music and French discretely although they can lead topics in their own right.
- Ensuring Computing will be an application in the topics unless it is a main subject.
- Using key questions, key knowledge and vocabulary as the basis of planning each topic. Children will also develop their own questions during a 'Knowledge Harvest.'

- Planning 3 home-learning projects across the year in addition to standard homework.
- Seeking to organise an educational visit where this suits the topic.
- Inviting visitors to our school to support the topic work.
- Inviting parents to most topic outcomes which can take the form of sharing of work, class assemblies or presentations.
- Sending a topic overview letter which will also be posted on the class pages of the website.
- Completing an evaluation of each topic.
- Ensuring there is to be an exciting range of hooks and outcomes for the topic.
- Ensuring the classroom environment reflects the current topic.
- Planning whole class debates using Philosophy For Children (P4C) methodology.
- Planning whole-school projects across the school year e.g. book week, art week, Safer Internet Day, Ethos Day etc.

Organisation of the Curriculum:

The curriculum is taught through integrated topics and discrete subjects. The topics include more than one subject but will always have a lead subject which drives the unit.

The subjects have been carefully linked within each topic ensuring that the National Curriculum is met in full. Subject leaders and class teachers are heavily involved in the writing of skills progressions and the key knowledge pupils are expected to learn which underpin teachers' planning in order to maintain progression and subject integrity. These plans are called TOPIC OVERVIEWS and contain the detail of the work to be covered in that topic. The Topic Overviews support teachers with planning their topic teaching.

Each topic that is taught is underpinned by a concept. The concepts underpin the learning from EYFS to Year 6. They include: Ourselves, Culture and Identity, Fables, Myths and Legends, Environment, Adventure, Technology, Disasters, Civilizations, Settlers and Conflict.

Short term plans are completed for Maths and English using an agreed format. The children are taught in mixed ability groups for most subjects but may be grouped for English and Maths as a result of ongoing assessment for learning practice.

Units of work are planned using the framework of the National Curriculum and our Skills Progression documents. The RE scheme of work follows 'Living Difference' (the Hampshire RE curriculum) and 'Understanding Christianity'.

Roles and Responsibilities:

The headteacher has responsibility for the leadership of the curriculum and delegates responsibility to key staff. The headteacher also coordinates the work of the leaders and ensures that the curriculum has progression and appropriate coverage.

Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.

The Assessment Leader ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention, in liaison with the SENDCo and class teachers. The English and Maths leaders liaise with the Headteacher, governors and class teachers to track the progress of pupils in their subjects.

The Governors monitor the success of the curriculum at committee level through monitoring visits where they look at children's work and speak to the pupils themselves. These findings are shared at whole Governing Body meetings through the headteacher's report and governor monitoring reports.