



Heathfield School

‘ Learn and Grow ’

Curriculum Policy

Rights Respecting Education and the Heathfield Curriculum

The Heathfield curriculum is based on the core belief that the rights of the child enable pupils to grow into successful, independent, confident, responsible learners and citizens.

Our Ethos and shared vision

Each child is an individual and we strive to overcome all barriers to their learning. We are aspirational and aim for all the children at Heathfield to learn, achieve and succeed in different ways to reach their full potential. We are committed to excellence in education for our pupils. Our shared vision is ‘Learn and Grow’. Our core values are embedded in the curriculum.

Statutory Curriculum requirements

The Heathfield Curriculum is in line with the National Curriculum statutory entitlement for all children. The National Curriculum underpins our learning, yet it is adapted to meet the individual learning needs of our young people. A personalised, differentiated and purposeful broad and balanced curriculum is at the heart of the teaching and learning at Heathfield.

We aim to provide our pupils with exposure to a range of faiths. RE is taught through themed units of work, linked to the multi faith calendar. We deliver RE through celebrations, music, dance, food, costume etc... Key RE concepts are taught as appropriate to the pupil’s level of understanding.

We have adopted the Hampshire PDL model for PSHE and this is incorporated into the long term plans.

Our Aims

Our aim is to instil a love of learning and equip pupils with the necessary skills and attitudes for the next phase of their learning journey. Our overall aim is to encourage and motivate all children to prosper:

....as learnersas individualsas part of a community
<p>Successful learners with high expectations grow to reach their full potential</p> <p>Appropriate challenge</p> <p>Achieve realistic goals and independence.</p> <p>Develop skills for life.</p> <p>Resilience and ready to take on new challenges</p> <p>Be able to communicate and make choices</p>	<p>Know who they are as individuals.</p> <p>Overcome barriers to learning.</p> <p>Confident, determined, independent, and creative individuals who show enjoyment of learning, and are able to lead safe and healthy lives.</p> <p>Developing emotional intelligence, behave well and make trusting relationships</p> <p>Social skills</p> <p>Have happy memories and sense of pride and belief in themselves</p> <p>Be ready for the next phase of their learning journey</p>	<p>Responsible individuals who care for each other, behave well, show respect and take an active part in the wider community.</p> <p>Embrace values of the Rights , Respects Responsibility citizenship agenda</p>

Our Focus for learning

We focus on the 'whole child', their educational and non-educational needs. These include: learning difficulties, sensory impairments, medical, personal, emotional and behavioural needs. These additional needs are an integral part of the learning and are at the core of the personalised provision.

We always start from where the child is at,

- The child's learning priorities
- What motivates them to learn
- Which teaching and learning style most suits the child

Our foci includes:

Engagement in enriching experiences.	Values and attitudes	Skills	Knowledge and Understanding
<p>Widen and broaden experiences -showing progression, consolidation and generalisation</p> <p>Apply their learning to their everyday lives</p>	<p>Confident, adaptable, determined, make choices, Independence and caring, behaving well.</p> <p>Be an active learner</p> <p>Be reflective.</p> <p>Be curious and have an enquiring mind</p> <p>Be an individual and embrace diversity</p>	<p>Communication, numeracy, ICT, Personal, social & emotional development, social interaction, learning & thinking skills, physical skills, independence</p>	<p>Take part in the widest range of meaningful experiences, develop natural curiosity and investigate the world around us</p>

Organisation of learning

Teaching and learning styles are organised and change as the children progress through the school. The Early Years and Key Stage 1 classes are learning through clear structure and a play based approach, where children are given opportunities to practice and apply new and existing skills through their play. The Key Stage 2 classes apply a more formal approach, especially in Year 6 when the children prepare for the transition to secondary school.

Throughout the school, differentiated teaching and learning expectations, approaches and outcomes are implemented. These vary according to the level of learning difficulty and complexity of needs. Curriculum planning ensures progression and coverage from EYFS to Yr 6.

EYFS/Key Stage 1	Key Stage 2
<p>Learning through play, first hand experiences and structure both indoors and outside</p> <p>Building on the children's interests</p> <p>Greater emphasis on Literacy and Numeracy</p> <p>Incidental learning</p> <p>Opportunities to embed and consolidate skills through play</p> <p>Communication</p> <p>Choice making</p> <p>Life skills</p> <p>Independence</p>	<p>Formal structured learning, building on concrete experiences, developing abstract concepts</p> <p>Emphasis on Literacy and Numeracy</p> <p>Personalised learning</p> <p>High expectations and challenge</p> <p>Prepare for secondary school transition</p> <p>Emotional literacy</p> <p>Behaviours for learning</p> <p>Skills for life</p> <p>Reflective and evaluative about their work</p> <p>Independence</p>

Areas of learning

English & Communication AAC English, Literacy ICT	Expressive Arts & Design Art Music DT ICT	Knowledge & understanding of the world Humanities, Science RE ICT	Personal, social & emotional development RRR PDL SEAL Values	Physical development swimming Hydro fine motor sensory integrations outdoor & adventurous activities bikes physio	Maths reasoning, Mathematics ICT
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