

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:

- Socio-economic backgrounds (IDACI 2019 – Langport is in an area with an increasingly low income average, high unemployment and low access to health provision)
- Irregularity of home routines
- Parenting presence and stability
- Behavioural challenges
- Low levels of language as both EAL and non-EAL learners on entry and throughout school career
- Low perception of education value
- Low aspiration for future lives
- High percentage of families with social service involvement

Within the school itself, challenges which were taken into consideration when forming a robust curriculum were:

- High levels of mid-year transition into school
- Low levels of parental engagement
- Families struggling financially to pay for visits, uniform and resources
- School funding priorities
- Wellbeing and workload balance

Statutory considerations

HEPS (Huish Episcopi Primary School) is part of the Preston Primary Academy Trust (PPAT) and, as such, is able to have flexibility with its approach to curriculum design. 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 the Somerset SACRE syllabus. Our school has a high percentage of transition therefore a national standardised programme eases settling and prepares those who leave us to do well elsewhere.

Subject allocation

The table below shows which children learn each subject:

Subject	KS1, KS2	EYFS
Art and DT	All	Expressive Arts and Design ELG: Creating with Materials
Computing	All	Working towards the KS1 curriculum with age appropriate class resources including: : whiteboard, walkie-talkies, Codapillar, bee-bot, ipads, talking tin, calculator, till, torches
English	All	Communication and Language ELG: Listening, Attention and Understanding Communication and Language ELG: Speaking Literacy ELG: Comprehension Literacy ELG: Word Reading Literacy ELG: Writing Expressive Arts and Design ELG: Being Imaginative and Expressive
French	KS2 only	
History	All	Understanding the World ELG: Past and Present
Geography	All	Understanding the World ELG: People, Culture and Communities Understanding the World ELG: The Natural World
Maths	All	Mathematics ELG: Number Mathematics ELG: Numerical Patterns
Music	All	Expressive Arts and Design ELG: Being Imaginative and Expressive
PE	All	Physical Development ELG: Gross Motor Skills Physical Development ELG: Fine Motor Skills
PSHE	All	Personal, Social and Emotional Development ELG: Self-Regulation Personal, Social and Emotional Development ELG: Managing Self Personal, Social and Emotional Development ELG: Building Relationships
RE	All	Understanding the World ELG: People, Culture and Communities
Science	All	Understanding the World ELG: The Natural World

From 2022 to 2026, the school had a one-form entry curriculum. From 2026, we move to six classes.

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	10	5	1.5	1	.75	1	.75	.75	1	1.5	.5	
KS2	10	5	1.5	1	.75	1	.75	.75	1	1.5	.5	.5

Additional learning opportunities

Whilst the curriculum offers regular and formulised 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
- Visitors or experiences in school such as NSPCC workshops, visiting theatres, museum outreach etc.
- Fixtures and sporting events
- Clubs from Football to Coding, from Conservation to Country Dancing etc
- Trips 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, fixtures etc
- Performances including the Nativity, Poetry assemblies, Celebration assemblies etc
- Events such as Remembrance Day Service, Carol Concert, Harvest Festival, World Book Day literary focus, Charity and fundraising events etc
- School Council formed democratically, with every child able to raise issues, with voting for rewards, clubs and school improvement priorities

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 late in the spring term or early in the summer term but is essentially a live document 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 by the Headteacher.

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.

06/08/26