

Values led and mastery driven

HEARTS CURRICULUM

Bradley Saunders

HEARTS ACADEMY TRUST

The HEARTS curriculum

HEARTS schools share a curriculum which they plan and resource together across the schools. The themes and content are based on the HEARTS values. To see the HEARTS values [click here](#).

We use the expertise of all of our staff to plan and review the whole curriculum each term so that the strengths of all staff are used for the benefit of all pupils in all of our schools. We focus on positive hopeful themes which support our children to develop excellent personal, social and emotional skills. Heathy and resilient attitudes and behaviours will set them up for the challenges and joys of their childhood and their lives well into the future. We believe that attitudes, knowledge, skills and behaviour learned at primary school stay with pupils for life. These are the most important years and we plan rigorously to ensure our pupils are ready for a diverse and increasingly changing world. We believe the HEARTS values encompass those key skills and attitudes needed to be successful now and in the future. The HEARTS values also encompass British values in the approach to the curriculum including democracy, respect, the rule of law and acknowledgement of rights and responsibilities.

We also invest much of our time and resources in developing pupils' basic skills and knowledge. These are speaking and listening, reading, writing and maths. They include the specific teaching of vocabulary and the relentless pursuit of the mastery of phonic awareness in reading and use of these skills in spelling and writing. This includes in the Early years of pupils' education where these skills are taught and acquired quickly. Pupils also develop key mathematical concepts with consistent models and images which children use throughout their time at primary school. [For our English and maths policies click here](#).

This mastery approach develops pupils' understanding at a deeper level than acceleration through the curriculum. We also use art to engage all of our pupils in the reflective and spiritual aspects of the curriculum. We have a broad and well balanced curriculum which teaches pupils about diversity, compassion, collaboration, a range of successful people in history including key female innovators and leaders as well as the successes of people from a range of cultures. [To find out more about our values led curriculum click here \(this should take them to the schools' curriculum overviews\)](#)

In HEARTS schools all children are promised the following experiences as part of the curriculum. These are the experiences that we believe are invaluable in developing the above knowledge, skills and attitudes that we want to promote. [Click here for more information](#).

Barriers

Sometimes pupils experience barriers to learning and we remove these wherever it is possible to do so. All pupils are capable of high achievement but some have more barriers than others to acquiring the skills that they need.



“Can someone help me with these? I’m late for math class.”

At we have established that the following are key barriers for some of our pupils. We review these barriers annually to ensure that curriculum and provision is fit for purpose.

(Insert barriers specific to your school. They should apply specifically to sizeable groups in your school not just one or two pupils. These are examples below)

On entry the key issues for some of our pupils in this context are

- Geographical deprivation - children have minimal experiences of people different from themselves and understanding / acceptance of equality and diversity results in barriers to collaboration which can lead to isolation and radicalisation
- Individual agency and self-belief. Some pupils because of their limited experiences struggle with the expectations that school places on them particularly related to their social and emotional development but also do not have access to on-going experiences and support which allow language, self-confidence and emotional resilience to develop.
- Capacity for some parents to devote time to support their children’s learning.
- Poverty, homelessness, transience and hunger impacting on pupils’ stable lives and regularity of school attendance.
- Absence from school exceeding that of pupils nationally resulting in less time to acquire crucial skills and ongoing/widening gaps in learning.

These barriers are removed in the following ways through the curriculum but also through practical help and support provided to families to enable them to support their children through difficult times. Brief examples of this feature below. For more information on the HEARTS curriculum contact our Directors of Learning on

barrier	Curriculum measures examples	Other support
Geographical deprivation	<ul style="list-style-type: none"> • Children are taught a wide variety of subjects, with contexts chosen deliberately to broaden the children’s understanding of different geographical settings. In KS1 children have learnt about Africa, which is a topic interwoven through English, geography and 	Parents are informed of the topics the children will be covering and encouraged to take children on days out linked to this.

	<p>science. All children at Stambridge also learn how to play the African drums. In KS2 the children have learnt about the history of London and visit London as part of this topic. Many of the children at our school have not travelled out of their local area, so visit the capital city is an important experience we provide.</p>	<p>Children are involved in cross school sporting activities, which involve visiting other local towns and interacting with children from more built up areas of Essex</p>
<p>Self belief and agency/developing aspirations, role models and diversity. Positive mental health and well being.</p>	<p>The HEARTS curriculum is built on values including happiness and hope, confidence and self-belief, Achievement across a range of subjects, skills and attitudes, respect and responsibility, truth and service and spirituality. These values are taught through inspiring role models from a range of cultures, ethnicities, gender and backgrounds. See curriculum overviews here</p> <p>All pupils should have access to a wide and varied curriculum so that knowledge, good language skills and personal agency is not restricted to the most privileged. For example, this year our pupils have</p> <ul style="list-style-type: none"> - Been on residential visits in years 2 and Year 5/6 - Attended the theatre - Attended a local music concert - Had a visit from an Olympic athlete - Learned to play the Ukulele and djembe drum - Been to the sea life centre - Taken part in a family run summer fayre - Attended several cake sales - Visited a church - Received talks from members of different faith communities - Taken part in cross trust sports events - Been involved in enterprise programmes <ul style="list-style-type: none"> • Safety of our pupils is a prime concern. The following specific curriculum opportunities have been provided this year and are planned for next <ul style="list-style-type: none"> - e safety training for all staff, pupils, governors and trustees and parents through the Breck foundation - child protection training for all staff and LAB members - PSHE units on staying safe and managing risk 	<p>All pupils attend all trips. All absence on these days are unauthorised unless there is severe illness and a doctor's note. Trips are heavily subsidised. See pp statement. Role models provided through our visits and teaching programmes include male role models teaching drumming and dance. We provide the following after schools clubs to raise aspirations and ensure that places are targeted at the most disadvantaged</p> <ul style="list-style-type: none"> - Dodge ball - Fencing - Cookery - Gardening - Choir - Yoga <p>The school provides a counsellor to parents, pupils and staff to ensure good mental health is prioritised.</p>
<p>Digital communication with parents</p>	<ul style="list-style-type: none"> - Dojo and tapestry provide updates daily to parents on whole class and individual achievements. They receive postcards, texts and newsletters which celebrate attendance, Parents do not need to attend school for any of these communications. - Attendance texts and congratulatory newsletters are sent for improvements and good attendance. 	<p>We work closely with other agencies where engagement is limited, attendance is poor and not improving. Opportunities to complete homework in school are provided for these children who do not get the necessary support Children who do not read frequently at home or are low attaining, read every day with an adult in school.</p>
<p>Socio economic circumstances Including poverty, homelessness and hunger</p>	<ul style="list-style-type: none"> • Careful planning of the curriculum tailored to local need. For example, in English recently pupils' learned about Parvana a young girl from Afghanistan who was made homeless during the Afghanistan war and her journey to seek support and freedom taught pupils about resilience and determination and the 	<ul style="list-style-type: none"> -Adaptations are made for pupils through pre teaching, interventions and alternative provision. A no exclusion policy exists but all pupils are supported (including those from other schools) to learn the skills needed for good learning. -Payment for transport where pupils have been made homeless and are

	<p>kindness of others. <i>Click here for examples of pupils' writing on this topic.</i></p> <ul style="list-style-type: none"> • In key stage one pupils learn about Shackleton's Antarctic expedition and the cold and desperate circumstances that he and his team found themselves in on Elephant Island. They learn about the care, responsibility and compassion that Shackleton showed to his crew and how he kept them safe in very harsh circumstances for a very long time. 	<p>temporarily housed so that pupils have continuity of schooling. (Case study available) <i>see PP statement here</i></p> <p><i>- Provision for special family lunches are organised throughout the year so that eating together regularly supports the feeling of community and the ability to focus on learning. See PP statement here.</i></p> <p><i>Our professional links with charities and local council leaders are supporting families to be rehoused quickly.</i></p>
<p>Absence from school exceeding that of pupils nationally</p>	<ul style="list-style-type: none"> - Maths packs are provided with pre-teaching, games and activities for children to complete, including when absent from school. - Topic maps and long term plans are shared with parents to ensure everyone is aware of what learning will be taking place, or what will be missed if absent. 	<ul style="list-style-type: none"> -The school have a zero tolerance policy on holidays during term times. -Children get two weeks of in October, so cheaper holidays are possible at this time -Attendance is tracked regularly with in-school initiatives such as 100% rewards in place to encourage strong attendance. -Parents are invited into school with attendance persists -Letters home are sent out half termly, using a traffic light system, praising high attendance.