



Delivering Exceptional Education

THE CURRICULUM

Across the Richard Huish Trust, we ensure that our curricula promote a love of life-long learning amongst all of our pupils. We are passionate about providing them with the knowledge, skills and understanding they need in order to develop into well-rounded individuals who are prepared for the next stages of their education and life as global citizens. We ensure that our pupils are at the centre of everything we do and nurture, stimulate and challenge them to aspire to achieve the highest possible academic, creative, social, cultural, moral, spiritual and physical standards whilst also promoting their positive wellbeing.

Central to our vision for providing educational excellence is a curriculum designed by each school that values, celebrates and inspires each individual pupil as well as the diverse cultural and social community it serves, whilst additionally being:

- **broad**, meaning that our pupils are given the opportunity to study a range of subjects, that their options are not limited and that the curriculum is never deliberately narrowed
- **balanced**, ensuring that each subject is afforded sufficient amount of time in order to promote its own uniqueness whilst links are also made across other areas of learning
- **ambitious** for all pupils and placing no ceiling on what they can achieve by empowering them to contribute positively towards their local, national and international community regardless of their background or of any barriers to learning
- **progressive**, so that all of our pupils are able to acquire the knowledge and skills they need to learn.

TEACHING

We strive to ensure our teaching is the best it can be at all times, underpinned by five core principles:

- Opportunities to review and consolidate previous learning
- High-quality teaching
- Learning is well planned, structured and scaffolded
- Activities and learning tasks are inclusive, engaging and exciting
- Opportunities to assess understanding and progress are regularly included.

LEARNING

We aim for all our pupils to display the following characteristics towards their learning:

- A positive attitude, demonstrating high expectations of themselves
- A self-directed approach, supported by good regulation and positive wellbeing
- A commitment to supporting their own independence, including through accessing high-quality resources
- Effective engagement and communication in high-quality discussions about their learning.



North Curry C of E Primary School Curriculum Intent Statement 2025-26

At North Curry School we have designed our creative curriculum with pupils' learning at the heart, around our school vision of loving learning, each other and life itself. We recognise that an enriching curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals within our community. We intend for it to be empowering enabling pupils to develop their interpersonal skills, creativity and independence. We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. We recognise that all pupils should be challenged; learning from failures, and celebrating successes through our Growth Mindset, Zones of Regulation and Mindfulness approach.

Individual Huish and school subject specific intent statements are available on our school website.

Core learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences, this includes the use of themed Enrichment Days and Weeks. We deliver a topic-based curriculum which encourages teachers to make cross-curricular links wherever possible within their lessons. This allows pupils to draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use a wide range of resources to teach core content. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

The school carries out a range of interventions to support individuals or small groups in the areas of cognition and learning, social and emotional, communication and interaction and physical and sensory needs as required.

Extra-curricular activities: Although we are a small school, we provide a wide variety of extra-curricular activities for pupils that further enhance their learning experience. The activities range from after-school clubs, inviting visitors in to the school, instrumental and singing lessons and educational trips and experiences.

Some of the extra-curricular activities currently available: netball, nature detectives, football, creativity, country dancing, tag rugby, mindfulness, bell ringing and multi-skills.

Involving parents, pupils and the local community in the curriculum

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. We send pupils, staff, governors and parents questionnaires on an annual basis. These questionnaires enquire about about enjoyment of learning, behaviour, safeguarding, communication and attainment. Each class has a parent representative who attends a monthly Parent Forum meeting with the Head teacher and a member of the Local Governing Body.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. North Curry writers award, Church displays, allotment, school cups. This shows pupils the value of belonging to a wider community.

How the curriculum benefits pupils' learning and personal development

Our enriching curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives

- Understanding that failure is part of the road to success
- Being rewarded for effort, progress and success
- Being supported with their next stages in education and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Learning how to cooperate with their peers and respect one another inside and outside the classroom

Whole School Long Term Curriculum Plan

NC Topic 2025 - 2026

Curriculum Maestro Knowledge Rich Projects

Class	Cycle	Autumn		Spring		Summer	
Little Herons	Reception	Let's Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
Minnow	Reception (Nursery)	Let's Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
Seahorse	Year 2	Movers and Shakers		Coastline		Magnificent Monarchs	
Dolphin	Year 3	Emperors and Empires		Misty Mountain, Winding River		Ancient Civilisations	
Octopus	Year 5	Dynamic Dynasties		Sow, Grow and Farm		Groundbreaking Greeks	
Shark	Year 6	Britain at War (recap WW1, focus on WW2)		Frozen Kingdoms		Maafa	

Other Curriculum Areas

Subject	Planning/Scheme
English	Curriculum Maestro / The Write Stuff linked texts
Maths	White Rose
Science	Maestro / Somerset Council Mixed Age Planning
RE	SAS Somerset Agreed Syllabus / Oak Academy
Computing	Teach Computing and Active Bytes Online Safety
French	Language Angels
PE	SASP plans
PSHE	SCARF
Music	Charanga

RE Long Term Plan 2025/26

	Autumn		Spring		Summer	
Year R	Unit 1: Special me - Who are we?	Unit 2: Special times - Christmas & Hannukah	Unit 3: Special places - Church building & Synagogue	Unit 4: Special times - Easter & Passover	Unit 5: Special stories - God/creation	Unit 6: Special stories - Jesus
Year 1/2	Unit 3: What do Christians believe about love? (Agape)		Unit 4: What do Christians believe about Salvation? Link with Easter		Unit 5: What do Jewish people believe about God and the Covenant?	Unit 6: What do Jewish people believe about Torah?
Year 2/3	LKS2 Unit 2.1 Judaism - Torah	LKS2 Unit 2.2 - Judaism - G-d and the Covenant	LKS2 Unit 2.4: Christianity Salvation		LKS2: Humanism	
Year 4/5	LKS2: Humanism (Year 5: Humanism Unit: Oak Academy)		UKS2 Unit 2.10: What do Christians believe about Salvation? (Links with Easter)		UKS2 Unit 2.9: What do Hindu people believe about Dharma, Deity and Atman?	
Year 6	LKS2: Humanism (Year 5: Humanism Unit: Oak Academy) UKS2: Humanism		UKS2 Unit 2.10: What do Christians believe about Salvation? (Links with Easter)		Pilgrimage and Worldviews: Oak Academy	

French: Language Angels Long Term Plan 2025/26

Term	Dolphin Year 2/3	Octopus Year 4/5	Shark Year 6
Autumn	Greetings Presenting myself	The Date In the Classroom	Phonetics 1&2 What is the Weather?
Spring	Family Seasons	Animals Habitats	Weekend
Summer	Fruits Vegetables	At the Café Olympics	Planets