



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 2026-27

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

Curriculum Maestro Knowledge Rich Projects

Class	Cycle	Autumn		Spring		Summer	
Little Herons Minnow	Reception	Me and My Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Seahorse	Year 1 (new)	Childhood and Local Explorers		The Fire of London and City Explorers		Victorian Schools and Global Explorers	
Dolphin	Year 2 (new)	Flight through time and Map Masters		Titanic tragedy and Urban Pioneers (DT - patterns and print)		Age of Aztecs and Places, People and the Planet	
Octopus	Year 5	Road Trip to USA	Fallen Fields	Urban Pioneers	1066	Blue Abyss	Off with her head!
Shark	Year 6	Britain at War		Frozen Kingdoms		The Kingdom of Benin	

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

KS1 RE Medium Term Plan 2026/27

North Curry C of E Primary School
KS1: Year A

Year	Autumn		Spring		Summer	
EYFS	Why are some stories special?	F2: Incarnation: Why do Christians perform nativities at Christmas?	What makes people special?	F3: Salvation: Why do Christians put a cross in an Easter garden?	What makes places special to different people?	How and why do some people care for the world?
Concepts		 		 		
Links	RE Today: Unit F6	Understanding Christianity	RE Today: Unit F2	Understanding Christianity	RE Today: Unit F4	RE Today: Unit 1.9
1	1.2: Creation: Who made the world?	What is the impact of Christmas celebrations on the environment, and does it matter?	1.1: God: What do Christians believe God was like?	1.4: Gospel: What is the Good News that Jesus brings?	Who was Moses and what was important to him (God)?	What is like to be a Jewish person in the UK (Somerset)?
Concepts						
Links	Understanding Christianity	Oak Academy: Festivals Unit	Understanding Christianity	Understanding Christianity	Oak Academy: Jews and the Covenant Unit	Somerset Unit

North Curry C of E Primary School

KS2: Year A

KS2 RE Medium Term Plan 2026/27

Year	Autumn		Spring		Summer	
2/3	How do we study worldviews?	What is God like according to Hindu Dharma?	2A.4 Gospel: What kind of World did Jesus want?	What helps people make good decisions?	2A.1 Creation/Fall: What do Christians learn from the Creation story?	What does Christianity and other worldviews say about how we should treat the environment?
Concepts						
Links	RE Today: Investigating Worldviews	Oak Academy: Y2 Hindu Stories Unit and Y6 Brahman Unit	Understanding Christianity	Oak Academy: Y2 Choices Unit and Y6 Humanism Unit	Understanding Christianity	RE Today: Religion and the Environment
3/4	Who was Muhammad and what was important to him (God)?	What is it like to be a Muslim in the UK (Somerset)?	2A.3 Incarnation/God: What is the Trinity?	2A.5 Salvation: Why do Christians call the day Jesus dies Good Friday?	2A.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?	What is it like to be a Hindu in the UK (Somerset)?
Concepts					 	
Links	Oak Academy: Y4 Muhammad Unit and Y3 Prayer and Fasting Unit	Somerset Unit	Understanding Christianity	Understanding Christianity	Understanding Christianity	Somerset Unit
5/6	How do people understand good and evil?		2B.4 Incarnation: Was Jesus the Messiah?	2B.6 Salvation: What did Jesus do to save human beings?	What part did Wells Cathedral play in the transatlantic slave trade?	
Concepts					 	
Links	Oak Academy: Y6 Ethics Unit and RE Today: Good and Evil		Understanding Christianity	Understanding Christianity	Somerset Unit	

French Medium Term Plan 2026/27

Term	Dolphin	Octopus	Shark
Autumn	Numbers 1-10 and Colours	The Date	Phonetics 2 What is the Weather?
Spring	Animals	Instruments	Weekend
Summer	Ice-Cream	My Home	Planets