

Curriculum Drivers

Our bespoke curriculum is designed around a number of themes which encompass the key skills we wish to develop in our pupils: these are called 'drivers' as they drive the planning and implementation of our curriculum so that the children's success is at the heart of all that we do. As a school, we have identified four key areas that will act as the drivers for our curriculum. These have been selected through consultation with staff who have identified the specific and unique needs of the children at Hambleton Primary Academy.



Community

We believe that our curriculum will enable the children to develop the emotional understanding necessary in order to experience positive relationships and to develop a sense of justice and an ability to empathise that ensures a respect of themselves and each other. We believe in the power of the school community to change and enhance lives.

Environment

Social responsibility is an increasingly important characteristic for human life. The heading 'environment' encompasses our belief that children should understand their role in both local and global issues. This includes not only an understanding of the headline issues, but as the children get older, the wider contexts and grassroots issues that lead to those headlines. We foster opportunities for children to take the lead in local initiatives in ways such as campaigning, fundraising and small-scale practical engagement e.g. litter-picking.



Diversity

Our school diversity priorities focus on gender, religion, ethnicity and ability. While some subjects, such as Religious Education, provide specific opportunities for diversity to be celebrated, other areas must be sought out. For this reason, in all subjects where influential people are celebrated and studied, careful consideration has been made to include persons from a diverse range of backgrounds as possible, including where it challenges cultural stereotypes. In the books that are studied in topic lessons, we cross reference to ensure that there is a celebration of diversity, that a range of cultural backgrounds are represented and that our strong lead characters include those that do not conform to stereotypes

Teamwork and Resilience

Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'. They will develop the life skills necessary to work with growing independence and perseverance to become resourceful problem-solvers able to nurture aspirations for the future.



Life-long Learners

With these priorities in mind, staff plan topics that engage their pupils. These topics may last a whole term or even just a few weeks or days. Staff may change the learning that is taking place, if, for example, a local or world event occurs that sparks an interest with the pupils. Intentionally, topics are not over-planned so that there is time to explore the interests of the children or even the staff themselves. We make best use of the outdoors and the local and wider environment. There are visits out of school and visitors coming in o school, that extend and enrich teaching and learning opportunities for all. Children are given opportunities to represent the school in the local community and further afield through events that take in many aspects of the curriculum.