

Heath Hayes Academy



Hero's Curriculum Policy

September 2025

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School Ethos & Aims

Our aim as a school is to inspire and enable each child to achieve their full potential. Promoting well-being is of high importance to us to create a happy, safe school environment. The Hero's Curriculum enriches the learning of children through a range of diverse, quality experiences which promote curiosity and a love of learning.

Statement of Intent

At Heath Hayes Academy, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Hero's Curriculum Intent, Implementation & Impact

Intent

The intention behind our curriculum is to grow life-long learners. With a carefully designed partnership between the learning of knowledge, and the opportunities to apply transferable skills. Our curriculum will fully equip learners for the future.

Implementation

Our curriculum is implemented through learning adventures. Adventures are used to continually embed and revisit knowledge and skills in varying contexts. Experiences are provided for learners to showcase their knowledge, skills and understanding at every opportunity.

Impact

Achievement within the Hero's Curriculum will highlight the impact of the partnership between knowledge building and application of transferable skills. Children are consistently supported and challenged to reach their full potential within learning adventures.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Wrap Around Care Policy
- Relationships and Health, and Sex Education Policy
- Special Educational Needs & Disabilities Policy
- Relationships, Health & Sex Education Policy

3. Roles and Responsibilities

The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher and assistant headteacher are responsible for:

- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring planning and resources are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term adventure plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating adventure & Maths planning in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.

- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

4. Organisation and Planning

The Hero's Curriculum has been devised to provide all children with a rich, balanced and ambitious selection of learning 'adventures' throughout their primary education.

Organisation of the Hero's Curriculum:

- EYFS - 1 year Curriculum adventure following the REAch2 EYFS Curriculum.
- Years 1 to 6 - 2 year rolling Curriculum adventure programme with set adventures per term.
- Adventures taught in phases: EYFS, KS1, LKS2 & UKS2.
- Sequentially planned to include 1 adventure every 3 - 4 weeks. RE adventures are 1 week. 14 adventures are covered annually.
- Adventures include all subjects excluding Maths, and have a core subject focus.
- Core English knowledge and skills (reading and writing) is taught within all adventure sessions creating a thematic, centred approach to learning.
- National Curriculum objectives have been organised into year groups to support the sequential development of knowledge and skills within each subject area.

Organisation of Maths:

- Maths lessons are taught in isolation from the rest of the curriculum.
- 1 hour and 15 minutes daily of maths is taught daily comprising of 1 hour of a maths lesson and 15 minutes additional mathematics teaching of foundational skills, multiplication practise, fluency and arithmetic as appropriate.
- White Rose Maths Scheme from Reception to Year 6, following a prioritised long term overview from REAch2.

5. Subjects covered

- The school will have due regard to the National Curriculum at all times throughout the academic year.
- The school will have due regard for the 'Statutory framework for the Early Years Foundation Stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- Relationships, Health and Sex Education

The school will ensure pupils also have access to the following foundation subjects all of which are encompassed within the Hero's Curriculum:

- Art and Design
- Computing
- Design and Technology
- Modern Foreign Languages (KS2 Spanish)
- Religious Education
- Geography
- History
- Music
- PE
- RHE

6. English (Reading, Writing & Phonics)

English learning is delivered through the Hero’s Curriculum. Within each adventure, English lessons include handwriting, spelling, punctuation and grammar, reading, spoken language, writing in a variety of genres, phonics and story time. Texts associated with each adventure have been chosen to expose children to high quality, diverse books which support the teaching of high quality English lessons. The context of learning is purposefully linked to foundation subjects, where appropriate, within adventures to ensure an embedded approach. English is split into Phonics, Reading and Writing.

Reading
<p style="text-align: center;">Intent</p> <p>The intention behind our whole class reading process is to provide learners with excellent reading skills. The structure of the sessions provides a focus on spoken language and text analysis in addition to reading comprehension skills. Learners will acquire strategies to support independent reading, and build fluency.</p>
<p style="text-align: center;">Implementation</p> <p>Our whole class reading sessions are implemented through carefully selected texts. High quality texts link to adventures in order to develop learners to develop their reading across a range of contexts. As a school we place a high value on love of reading, authors and reading for meaning and specifically tailor learning opportunities to ensure a breadth of skills are taught.</p>
<p style="text-align: center;">Impact</p> <p>As a result of whole class reading children’s successes will be evident in a variety of ways. Children will be able to discuss a wide range of text based on their knowledge gained including language, structure, audience and purpose. Whole class reading highlights the partnership between reading and writing, allows learners to draw on all experiences of written texts. Reading skills will become embedded and automatic therefore resulting in fluent readers with greater comprehension.</p>

RWI Phonics:

Phonics is taught daily for 45 minutes. Currently the school follows Read, Write Inc. Phonics, within Early Years and KS1. Children in KS1, receive phonics teaching specifically targeted to their knowledge. Small phonics groups ensure specific phoneme and grapheme coverage and support children in accelerated progress. Children receiving phonics follow a scheme of learning through RWI texts within school as well as ‘read at home’ books provided weekly.

Writing

Intent

The Hero's Curriculum is specifically planned and designed in order to produce quality writing from its learners. With building the foundations at the core, the planned adventures allow staff to define and build purposeful writing opportunities for knowledge and application of previously learnt and new grammar, punctuation and spelling skills.

Implementation

Within writing lessons, writing skills and grammatical knowledge are taught explicitly before children apply into their writing. Linked closely with the whole school reading process, writing sessions deepen language understanding, grammar knowledge and authorial choice which provides pupils with the skills to write within a range of genres. Professional development of staff is continually audited to ensure accuracy in grammar, punctuation, spelling and the teaching of writing.

Impact

Success within writing at Heath Hayes evidences purposeful pieces of writing with engaged learners reading these aloud. The impact of combining text exposure and accuracy in grammar knowledge ensures children are provided with a writing toolkit to draw upon. Learners can apply their understanding of writing to write for a range of audiences and purposes once the foundational skills have been acquired.

7. Maths

Maths

Intent

At Heath Hayes Academy, our intention for Maths is to develop a secure knowledge of number, value and calculation. With this secure knowledge base, children's learning in Maths will begin with secure foundations ready to progress for future learning. Following the White Rose Scheme, children are able to explore a wide range of mathematical representations from EYFS – Year 6. Children will have secure mathematical fluency and be able to recall their foundational facts, multiplication tables and previously taught areas of maths to their current context.

Implementation

Within Maths lessons, fluency is built and the children begin by mastering the required new skill, then move to apply their knowledge of this. Teachers ensure that modelling of application of knowledge is utilised in the lessons are children are taught the strategies and steps to be able to reason and problem solve.

Impact

The impact of our Maths curriculum is that children can make connections within and across mathematics in order to fully understand and challenge ideas. We have fostered an environment where challenge, critical thinking and number skills are fundamental, children feel safe to ask questions and 'have a go' when faced with new problems.

EYFS

Mathematics in the Foundation Stage is viewed as a practical, activity-based subject, since for most children practical work is the most effective means by which understanding of mathematics can develop. The overview for this area of learning is taken from the Early Years Foundation Stage Profile.

Across the whole school, children are encouraged to use appropriate resources, manipulatives and scaffolds to support their mathematical learning before being able to apply the abstract concepts. Children will be able to clearly explain their mathematical thinking and apply their knowledge to a variety of problem solving or reasoning related problems.

8. Science

Science
<p style="text-align: center;">Intent</p> <p>Science at Heath Hayes Academy is intended to provide children with planned opportunities to use their enquiry skills. Explicit teaching of the enquiry skills and subject knowledge ensures that children are able to work scientifically to apply and deepen their understanding of all science topics.</p>
<p style="text-align: center;">Implementation</p> <p>In line with the Hero's Curriculum, Science objectives are taught within adventures, ensuring that all learning is applied to a relatable context. The delivery of the curriculum takes the children on a scientific journey where they learn through exploration and questioning, apply their knowledge with a combination of written tasks and practical enquiries.</p>
<p style="text-align: center;">Impact</p> <p>The success of Science within our school is clear when pupils make connections between their subject specific knowledge and everyday situations. Children are able to recall relevant facts, apply subject knowledge and offer valid opinions about all areas of Science. Ensuring that children are encouraged to use their enquiry skills supports a thirst for new knowledge and curiosity which leads to inquisitive and engaged learners. Pupils are excited to be challenged and are able to use critical thinking and problem solving skills to lead their own scientific enquiries.</p>

9. RHSE, PSHE/SMSC

Part of the National Curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed. Please see Relationships, Health & Sex Education Policy. All of these areas will be encompassed within 'Learning for Life'

The Hero's Curriculum supports RHSE/PSHE/SMSC by including:

- Whole school enrichment activities/days (Odd Socks Day, Anti-bullying week)
- Whole school ELSA – 1 session per half term
- RCT - Relational Care Team
- Celebrating different cultures through adventures
- Environmental issues through: adventures, ModeShift Stars Gold Award, Active Travel
- British Values
- Crime and Punishment
- 11B411
- Celebrations & shared events in the local community

10. Reporting and Assessment

- Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- Results of informal assessments will be recorded and reported back to the headteacher (half termly) pupils and pupils' parents (twice yearly).
- Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.
- Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils

who suffer from conditions that inhibit their academic performance.

- All reporting and assessments will be conducted in line with the school's Assessment Policy.

11. Equal Opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

12. Supporting pupils with SEND

- Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- Pupils with SEND will work with Teachers and TAs in smaller groups frequently to support their learning.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

13. Extra-curricular activities

- The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.
- All extra-curricular activities and trips will be planned and executed in accordance with the school's Educational Visits Policy.

14. Monitoring and Review

- This policy is reviewed **annually** by the **headteacher, Senior Leadership Team** and the **governing board**.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- The scheduled review date for this policy is **September 2026**