



# HOWE GREEN HOUSE

## BISHOP'S STORTFORD

### CURRICULUM STATEMENT

ISI Reference	2a
Issue Number	3
This policy is endorsed by	Governing Board and the Head
This policy is owned by	Anna Lipani and Paul Bailey
Review Body	Education Committee

Most Recent Revision Date	October 2023
Last Reviewed by Governors	
Period of Review	Every two years
Next Review Date	October 2025
Previous Reviews	3

To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

## **Howe Green House School and Little Oaks Nursery**

### **Curriculum Statement**

The Governors and Staff of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment which promotes the intellectual, social, physical and moral development of the individual child. The school aims to help instil a life long love of learning through the provision of a carefully planned broad and balanced curriculum led by professionals who share a passion for education.

The Foundation Stage classes including Little Oaks Nursery and Reception follow the principles and commitments of Early Years Foundation Stage and its areas of learning and development.

In both Pre-Prep and Prep, the curriculum for both English and Maths is based on (but not limited to) the Aims of the National Curriculum (2013) Maths and English lessons are predominantly taught by class teachers. The Maths curriculum is designed to provide children with a secure foundation in arithmetic and reasoning before they transfer to secondary education. The English curriculum is designed to develop robust reading, writing, speaking and listening skills.

Science is taught by a subject specialist or the class teacher and is again based on (but not limited to) the Aims of the National Curriculum (2013). The Science curriculum provides the foundations of understanding the world from a scientific standpoint through the imparting of knowledge, research and practical experiments.

French is taught to children from Reception through to Year 6. The emphasis is on conversational language, and lessons are taught in the target language through practical tasks such as improvisation, songs and games. French is then taught in Years 5 and 6 with more emphasis on written French, incorporating a greater focus on grammar and vocabulary.

History, Geography and ICT are predominantly delivered by class teachers. The Geography curriculum is designed to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It looks to cover location knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. The History curriculum has been created to inspire children's curiosity about the past through the study of carefully selected time periods and events in British and world history. As well as developing the children's knowledge of the past, they are encouraged to research and challenge what has been established.

Whilst the school has a Christian underpinning, the Scheme of Work for Religious Education covers a range of religions and belief systems. In doing so the children are taught to understand and respect the beliefs of those other than themselves.

Personal Health Social and Economic Education is taught as a discrete subject from Years 1 to Year 6. Along with the overarching approach to a holistic education that we consciously adopt at Howe Green House School, the PHSE units are designed to reflect the school's aims and ethos in the realisation that "Our children need to grow as caring and responsible citizens, who in the fullness of time will make the world a better place". A key part of the PHSE curriculum is to encourage respect for other people, paying regard to the protected characteristics set out in the Equality Act (2010).

Philosophy for Children sessions are held weekly for children in Year 1 to Year 6. P4C involves group discussions about ethical or philosophical topics, such as fairness and truth. The discussions are designed to encourage children to ask questions, construct arguments, and engage in reasoned debate

There is also a programme for Woodland School and Outdoor Education which enhances the theme of 'Skills for Life' by involving the children in team building skills, problem solving activities and orienteering skills. The grounds and facilities at the school have been used to support these activities. Each class has a timetabled lesson at least every other week.

Art, Design, Technology and Engineering are taught from Little Oaks to Year 6 by a specialist teacher.

Information Technology and Computing are taught by the class teachers. All of these subjects use the National Curriculum documents as a basis for planning work and activities. However, opportunities for cross-curricular work are encouraged and incorporated into planning where appropriate.

Each class has a timetabled lesson of Music. Pupils are encouraged to take up an instrument. Peripatetic music lessons for piano, brass, string, wind and percussion instruments are arranged within the school day. Many are organised so that a pupil will not miss the same lesson each week. Children are entered to sit the examinations of the Royal Associated Board of Music.

An orchestra or ensemble groups are formed if the school has enough children capable of playing music at a sufficiently high level. Children perform at school assemblies, formal functions, and events within the local community.

Music has a high profile throughout the school. For assemblies, plays and concerts all year groups are involved in singing and there are opportunities to join the one of the choirs which performs at events both within school and within the local community.

Parents are also able to participate and contribute to the musical life of the school by joining the Howe Green House Singers which performs at music assemblies, the Celebration of Christmas and Prize Giving.

Drama is taught to children from Years 3 to 6 once a week and this work extends aspects of the Speaking and Listening programme. Pupils in Years 3 and 4 take part in a production during the Easter term and Years 5 and 6 during the summer term.

From Little Oaks to Year 6 the children have lessons with the PE staff. They have experience of Dance, Movement, Gymnastics and Games. As they move through the school, the children will have experience of Swimming, Netball, Basketball, Football, Cricket, Rounders, Tag Rugby, Athletics and Cross-Country running as part of both the school curriculum and the extra school activity programme, including fixtures.

The school has a thriving fixture and tournament calendar and plays regular matches with local state and independent schools. The PE Department organises entry into local events along with ISA tournaments. The school looks to host tournaments on behalf of the local state school partnership.

The Curriculum is further enhanced by organising termly class outings. Local outings can include hunting for mini-beasts in Hatfield Forest, fruit picking at a local farm and visits to Stansted Airport. Other outings include visits to historical sites, for example Verulamium in St Albans, re-enactment days at Celtic Harmony, Kentwell Hall and Duxford Air Museum. Annual residentials are organised for Years 3 to 6. The activities are designed to broaden their skills within a specified subject area and to develop the whole child. For example, the Year 6 Outward Bound adventure focuses on areas such as developing teamwork, improving communication skills and developing self-confidence.

There is a timetable of after school clubs for Pre-Prep and Prep children which runs throughout. The timetable includes a mixture of free clubs run by Howe Green House staff such as Computer club, Homework club, creative writing club, Zumba and Taskmaster, as well as external paid clubs such as fencing and karate. Weekly after school practices are held for children who play in the school sports teams. These vary according to the season.

Howe Green is successful at developing self esteem, confidence and a sense of well-being within the individual. There is a strong sense of community and importance is placed on involvement and ownership. This is achieved through the 'hidden' curriculum.

An effective House System, led by Year 6 pupils, encourages good standards of work and behaviour through a points and awards scheme.

Pupils are invited to become members of the School Council which meets once a week with a member of staff and helps to organise events which raise money for school projects or chosen charities. Most recently the School Council arranged a weekly collection for a local food bank.

The Year 6 pupils are also asked to help with Pre-Prep play to encourage a sense of responsibility and awareness.

Positions of responsibility are held by Year 6 pupils. These children will work in House teams and they fulfil a range of roles which help to develop the children's soft skills and allow them to give back to the school and the community. These roles are rotated throughout the term so all children gain valuable experience and in this time, they will run the school council, act as Head Pupils, assist in the promotion and running of sport, the arts and curriculum and will lead their respective Houses.

Year 6 pupils organise a talent show (Spring Fever) involving children from the Prep Department at the end of the Lent term. This involves holding auditions and preparing a programme of events.

Parents are invited to attend Family Assemblies which are held twice a week. The Friday afternoon assembly celebrates pupil achievements in all areas of the curriculum and within the wider community. Wednesday morning assemblies are devoted to class assemblies, sports and music assemblies and visiting speakers. Each class is responsible twice a year for preparing a short presentation of their work. Every child is encouraged to take part.

By providing an inclusive environment and a broad, enriched curriculum Howe Green House School aims to empower the individual to make choices and to recognise strengths and talents.

Reviewed by Education Committee:

Chair: L Lester

Headteachers: A Lipani and P Bailey

Next Review: October 2025