



OUR CURRICULUM: Hemblington Primary



KNOWLEDGE & TEXT-FOCUSED

- Reading is the priority
- High quality texts are chosen to enrich every topic
- Children read widely
- Teachers select topics carefully and always choose these deliberately to achieve end goals in the curriculum
- Resources used are high quality and informed by subject-specialists



BALANCED

- Subjects other than English and maths are also valued
- Domain-specific skills are practised eg drawing in art and throwing in PE
- Takes into account cultural diversity and global dimensions



ENRICHMENT

- Wide variety of clubs
- Many events to celebrate achievement: singing, sports,
- Regular visits out of school and visitor into school to enrich and apply their learning
- Teachers build memories in children through their careful choices of enrichment activity
- Outdoor learning



EXPLICIT & DIRECT INSTRUCTION

- Lessons are led by the teacher, focussing on learning rather than an activity
- Teachers model expertly
- Pupils are guided towards fluency
- Skills are taught and deliberately (over) practised



RETRIEVAL PRACTICE

- Low stakes quizzing for long term memory
- Teachers carefully select 'powerful learning'- we can't practise everything
- Regular opportunities systematically used to practise remembering
- Termly assessment opportunities.



PROGRESS

- Topics and units of work are carefully sequenced so that prior knowledge and concepts are built on from previous year groups and topics
- Teachers ensure practice tasks are planned in regularly and show progress over time
- Pupils speak knowledgeably about what they have learnt
- End of topic writing tasks



SUPPORT

- Pupils are given extra help and support if they fall behind to help them catch up
- Nurture provision provides bespoke support an increased access to learning
- Our pastoral support facilitates better partnerships with parents so that pupils can access the curriculum



READING: Hemblington Primary School



We believe that the best way to ensure that pupils do well academically is to ensure that they become life-long engaged readers.

Reading is at the heart of the curriculum.

We promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and develop their love of literature through widespread reading for enjoyment.



PHONICS

Systematic synthetic phonics taught from Reception using *Jolly Phonics*.

Daily discrete phonic lessons using *Letters and Sounds* in Year 1.

Dedicated daily teaching sessions until pupils are fluent.

Decodable reading books.

Information sessions for parents, including demonstration lessons.



CURRICULUM

High quality texts are chosen to complement every topic or unit of work.

Comprehension skills are developed through high quality discussion and by reading a wide range of literature and non-fiction texts.

Successful comprehension skill is based on both a child's linguistic knowledge and their knowledge of the wider world.

Developing children's vocabulary through reading a wide range of texts.

Reading to children, as well as by children.



PROGRESS

Regular phonic assessments.

Guided reading sessions.

Well-resourced library and class libraries.

Pupil progress meetings each term.



INTERVENTION

1-1 and small group provision.

Aim to keep up not catch up.

Trained staff lead sessions.

Parental engagement in supporting at home.



Love of Reading



WRITING: Hemblington Primary School



EARLY WRITING

Writing skills are explicitly taught.

These include:

Forming, articulating and communicating ideas, then organising them coherently for a reader.

This requires clarity, awareness of the audience, purpose and context, and an increasingly bigger vocabulary and wide knowledge of grammar.

- Focus on pencil grip and letter formation.
- Focus on spoken language.
- Focus on modelling language.
- Planned opportunities for writing in continuous provision.
- Helicopter Stories.



CONTENT & SEQUENCING

- Progressive curriculum in grammar and punctuation and spelling.
- Handwriting - agreed approach.
- Linked to a range of texts in English and topic work.
- Writing regularly assessed.
- Agreed programme using the National Curriculum guidance.
- Taught to write for different audiences and a wide range of purposes.



EXPLICIT & DIRECT INSTRUCTION

Teacher models and scaffolding.

Guided writing: I, We, You structure.

Sentence structuring and systematic development.



VOCABULARY

Focus on vocabulary before writing.

Focus on ambitious vocabulary use.



PROGRESS

Units of work are carefully sequenced, so prior knowledge and concepts are built upon from previous years and topics.

The curriculum is the progression model.

Use of No More Marking annually for each year group.

Internal and external moderation.



SUPPORT

Every pupil has access to the National Curriculum Programme of Study.

Regular assessments of spelling, handwriting, grammar and punctuation.

1-1 and small group intervention.

Keep up rather than catch up.



MATHS: Hemblington Primary School



We are committed to ensuring that children are able to recognise the importance of maths in the wider world and that they are able to use their mathematical skills and knowledge confidently in their lives. We want all children to enjoy mathematics and to experience success in the subject, and have the ability to reason mathematically. We aim to develop children's curiosity, as well as an appreciation of the beauty and power of mathematics.

Aims for every child:

- Become fluent in the fundamentals of mathematics
- Be able to reason mathematically
- Solve problems by applying their mathematical knowledge



FLUENCY

Manipulatives and visual images are used to develop mathematical language

Mastery in maths approach

Regular mental recall activities

Times Tables Rockstars in KS2 and Numbots in EYFS and KS1

Fluency in both mental and written methods to solve calculations



CONTENT

White Rose Maths adapted to suit pupil needs

Planned progression between year groups

Responsive teaching to pupil needs

Explanations expected, using mathematical vocabulary



DEPTH

Pupils accrue knowledge to achieve greater depth understanding of maths concepts

Use of questioning to extend thinking

Provide opportunities to unpick misconceptions and be able to explain why something is incorrect

Challenge is built into every lesson



EXPLICIT & DIRECT INSTRUCTION

Clear explanations

Planned opportunities to unpick misconceptions

Small steps sequenced learning

Regular modelling using concrete apparatus and visual imagery

Use of CPA (Concrete > Pictorial > Abstract) approach.



RETRIEVAL PRACTICE

Key vocabulary and concepts revisited systematically through Daily Practice

Regular counting exercises

Learning Walls with key information

Collaborate within maths lessons using talk partners

Times tables 1-12 and Number Bonds 1-100



PROGRESS

Clear success criteria

The curriculum is the progression model

Self-marking and correcting errors

Beginning and end of year assessments



SUPPORT

Every pupil has access to the National Curriculum Programme of Study

Regular mini-assessments

1-1 and small group intervention

Same Day Interventions whenever possible

Keep up rather than catch up



HISTORY: Hemblington Primary



BIG IDEAS

We will teach pupils a balanced and broad overview of some of the most important periods of time. This will provide them with opportunities to find patterns and communicate meaning; to separate truth from lies; to appreciate historical diversity and make sense of the world today.

Pupils should be able to recall relevant facts, including the chronology of key events as well as explain the experiences of others during specific eras.

- Historical enquiry
- Chronology
- Continuity and Change
- Cause and Consequence
- Evidence and Source Analysis
- Storytelling
- Outline and depth



CONTENT & SEQUENCING

- **Y1 Local Area Study and Changes within living memory**
- **Y2 Great Fire of London and Famous Nurses**
- **Y3 Stone Age to Iron Age and Ancient Egypt**
- **Y4 Roman Empire and Local History Study (Boudicca)**
- **Y5 Saxons and Vikings and Ancient Maya**
- **Y6 Ancient Greece and Aspect of British History beyond 1066 (Railways)**



STRONG LINKS WITH ENGLISH

- Lessons are led by teachers, with learning-focussed activity
- High quality texts are used
- Explicit connections are made whenever possible to English literature
- Cross-curricular writing focus regularly



RETRIEVAL PRACTICE

- Low stakes quizzes for long term memory
- 'Can you still...?' activities systematically included in teaching sequences
- Cross year group links made explicitly to refer to prior learning



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is the progression model
- Develop enquiry, analysis & critical skills (no proven 'right answer')
- End of unit written tasks
- Responses to key questions in books



SUPPORT

- Everyone has access to the NC Programmes of Study
- Structured questions and sentence stems used to support



GEOGRAPHY: Hemblington Primary



BIG IDEAS

Our geography curriculum aims to create excitement, compassion, and deep thinking about the world we live in.

We want to inspire pupils to become global citizens by first exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet.

- PLACES: describe and explain places with increasingly detailed language e.g population, climate, economy, landforms, built environment, soils and vegetation, communities, water resources and cultures
- SPACES (and their differences): peoples, cultures and economies
- ENVIRONMENTS (living and non living): weather, climate, soils, effects of environment on people and places



CONTENT & SEQUENCING

- **Year 1: UK, Weather detectives, Our locality,**
- **Year 2: Study of the local area, Kenya or Mexico, Going to the seaside,**
- **Year 3: European study, Rainforests,**
- **Year 4: Maps and the changing landscape of Europe, North America,**
- **Year 5: South America, Brazil**
- **Year 6: Rivers, Mountains and volcanoes, local study,**



LINKS WITH ENGLISH & MATHS

- Lessons are led by teachers, with learning-focussed activity
- High quality texts are used
- Directional language
- Time
- Statistics



RETRIEVAL PRACTICE

- Low stakes quizzes for long term memory
- 'Can you still...?' activities systematically included in teaching sequences
- Cross year group links made explicitly to refer to prior learning
- Important geographical concepts e.g terrain, climate
- Locational knowledge



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is the progression model
- Organising and connecting: people, places, processes and environments
- End of unit written tasks
- Responses to key questions in books



SUPPORT

- Everyone has access to the NC Programmes of Study
- Structured questions and sentence stems used to support



SCIENCE: Hemblington Primary School



Our pupil scientists will become empowered and strive for change in an uncertain world with an unpredictable future.

Our science curriculum places a high value on secure and detailed knowledge, so that practical experiences are enhanced and used as a tool to revisit and reinforce understanding. We hope that this knowledge and these experiences will inspire all pupils to be scientifically literate as they grow up, questioning the world around them and making links between different areas of learning.



BIG IDEAS

- PHYSICS: The universe follows unbreakable rules that are all about forces, matter and energy.
- CHEMISTRY: All matter in the universe is made up of tiny building blocks.
- BIOLOGY: Living things are special collections of matter that make copies of themselves, use energy and grow.
- Working scientifically- asking questions; observing closely; sorting; recording



CONTENT & SEQUENCING

- EYFS: Understanding the world (The World), Physical Development(Health and Self-Care).
- Y1: Animals Including Humans, Plants, Everyday Materials
- Y2: Plants, Uses of Everyday Materials, Animals Including Humans, Living Things and Their Habitats.
- Y3: Light, Rocks, Forces and Magnets, Plants, Animals Including Humans
- Y4: Living Things and Their Habitats, Animals Including Humans, States of Matter, Sound, Electricity
- Y5: Living Things and Their Habitats, Earth and Space, Forces, Properties and Changes of Materials, Animals Including Humans.
- Y6: Animals Including Humans, Light, Evolution and Inheritance, Electricity, Living Things and Their Habitats,



LINKS WITH ENGLISH & MATHS

- Lessons are led by teachers, with learning-focussed activity
- High quality texts are used
- Reports and recount writing
- Measurement
- Statistics



RETRIEVAL PRACTICE

- Low stakes quizzes for long term memory
- 'Can you still...?' activities systematically included in teaching sequences
- Cross year group links made explicitly to refer to prior learning
- Important scientific concepts and vocabulary e.g energy, wave, evaporation



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is the progression model
- Organising and connecting big ideas
- End of unit written tasks
- Responses to key questions in books



SUPPORT

- Everyone has access to the NC Programmes of Study
- Structured questions and sentence stems used to support
- Training and year specific planning matrices have been provided for Association of Science Education resource.
- Proactive support of whole school enrichment activity 'British Science Week' and STEM Inspiration Day.



COMPUTING: Hemblington Primary



BIG IDEAS

Children should engage in meaningful learning which is active, constructive, intentional, authentic and cooperative.

Our children will have the opportunity to experience and learn about a range of computing systems and the most up to date technologies.

- What is an algorithm?
- How to create a computer program
- How to debug and predict what will happen with a program
- How to use technology to manipulate data and communicate effectively
- How to use technology safely
- The risks of being online and how to use social media



CONTENT & SEQUENCING

- Children learn about coding using Beebots, Espresso Coding and other programmes.
- E-Safety forms an important part of the Computing curriculum. Children learn age appropriate internet safety skills guided by plans written by the UK Safer Internet Centre.
- Children are taught how to use different hardware and software in a progressive way. Before leaving Hemblington, children will be able to confidently:
 - Use Chromebooks, iPads and desktop computers
 - Create documents, presentations and spreadsheets
 - Explore AR, video editing and photography



LINKS WITH OTHER CURRICULUM SUBJECTS

- Cross curricular links are explicitly planned to complement topics being studied
- Children use Chromebooks in class across the curriculum.
- Google Classroom is used for a number of purposes, including both school work and homework.



ENRICHMENT

- Code club
- Annual assembly and lessons for Safer Internet Day
- Links with local industry and business
- Visits from local police to discuss internet safety.



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is the progression model
- Organising and connecting big ideas
- Evidence of cumulative projects collected



SUPPORT

- Everyone has access to the NC Programmes of Study
- Structured questions and sentence stems used to support
- Support from ICT lead and Trust ICT technicians.



MUSIC: Hemblington Primary



BIG IDEAS

Pupils will develop deep musical knowledge and have rich musical experiences during their time with us.

Pupils will have knowledge of a range of different musical genres, composers and music from different traditions and how music has developed throughout history. They will be able to talk about different elements that identifies a piece of music to a genre.

Pupils will be able to listen to music with attention to detail and recall sounds with increasing aural memory. They will talk about how the music sounds and how it makes them feel.

Performance and Composition.
Listening to, reviewing and critically evaluating music.
Access to hearing great composers and musicians.
Opportunities to create own music.
Music is a universal language that embodies one of the highest forms of creativity. We offer a high quality music education which engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement..



CONTENT & SEQUENCING

We use the Norfolk Music Hub and Charanga to support content and sequencing of our music curriculum. We also have a specialist music teacher as a staff member who teaches music and specific instruments across the school.

EYFS: Animal songs, musical movement, musical repetition, nursery rhymes and traditional songs, keeping pulse and clapping rhythms.

KS1: Introduction of basic rhythm notation and instruments of the orchestra.

Year 3&4: Understanding staff notation and basic elements of musical notation.

Year 5&6: Developing staff notation further and performing parts from memory.

Composing and improvising.

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a range of musical genres and styles



LINKS WITH OTHER CURRICULUM SUBJECTS

- Cross curricular links are explicitly planned to complement topics being studied.
- Christmas songs and hymns provide link to Christianity and RE.

Reading and writing opportunities throughout the music curriculum,



ENRICHMENT

- Opportunities for learning an instrument
- Opportunities to sing and perform within a school choir
- Opportunities to perform to different audiences.
- Whole school access to Norfolk Music Hub and Charanga.
- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is the progression model
- Organising and connecting big ideas
- Evidence of responses to music opportunities
- Photographic and video evidence, class blogs etc



PROGRESS



SUPPORT

- Everyone has access to the NC Programmes of Study
- Structured questions and sentence stems used to support
- Dedicated music room and music teacher to support opportunities to all pupils.



ART & DESIGN: Hemblington Primary



At Hemblington Primary School, we believe that all pupils should enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

At our school we encourage the children to translate what they see around them and capture their interpretations using different media.

Children will learn about great artists, architects and designers and develop their critical analysis of their works so that their personal aesthetic understanding improves.



BIG IDEAS

- Drawing
- Painting
- Printing
- Sculpture
- Textiles
- Digital art
- Great artists, architects and designers representing all cultural/socio economic groups

CONTENT & SEQUENCING

- By the end of Reception, children can work collaboratively and imaginatively to create their own artwork. They can confidently experiment with colour, design, texture, and form through collage, printing, painting, drawing and sculpture.
- By the end of Year 1/2, children can use drawing, painting and sculpture to develop and share their ideas. They have begun to use a wider range of materials to develop techniques using colour, pattern, texture, line, shape, form and space.
- By the end of Year 3/4, children can confidently use a variety of techniques and have developed their control and their use of materials through creativity and experimentation. They have an increasing awareness of different kinds of art, craft and design.
- By the end of Year 5/6 children have improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).



LINKS WITH OTHER CURRICULUM SUBJECTS

- Cross curricular links are explicitly planned to complement topics being studied
- Curriculum plans are linked to show where opportunities exist for pupils to develop their art and design skills in context



ENRICHMENT

- Collaboration to create school/class displays.
- Meeting local artists and engage in a variety of workshops to develop specific skills.
- Educational visits to Art galleries or exhibitions.
- After school Art Club.



PROGRESS

- Units of work are carefully sequenced in our progression of skills map so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is the progression model.
- Organising and connecting big ideas (helping students to see the purpose and relevance of content).
- Sketchbooks.



SUPPORT

- Everyone has access to the NC Programmes of Study
- Structured questions and sentence stems used to support



PHYSICAL EDUCATION: Hemblington Primary



Children should be given an opportunity to develop a lifelong interest in sport, fitness and PE. Their understanding of the health benefits of physical activity will allow them to make informed decisions about healthy living in the future.

Children are encouraged to improve their fitness levels during PE lessons, including muscular and cardiovascular endurance, strength and flexibility.

As well as the knowledge and skills associated with PE, children are also taught: communication, collaboration, resilience, honesty, respect, leadership and perseverance.



BIG IDEAS

- The engagement of all pupils in regular physical activity
- The profile of PE raised across the school
- Increased knowledge, confidence and skills of staff in teaching PE
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport



Reception: Physical Development Focus. Use of outside area - balancing, throwing, awareness of space, obstacle courses, moving equipment, using bikes, using track, trim trail, parachute, PE and dance sessions.

Year 1: Flight - bouncing, jumping, landing; Dance; Games skills.

■ **Year 2: Multisport skills, dance, gymnastics; Multisports, gymnastics, tennis skills; Athletics, gymnastics, dance.**

■ **Year 3: Real PE Units 1-6 including ball skills leading to specific games, dance and gymnastics.**

Year 4: Netball skills, Yoga, dance (Romans), Fitness circuits, athletics, outdoor adventurous activities.

Year 5: Real PE Units - throw tennis, dance, swimming, volleyball, gymnastics, athletics.

■ **Year 6: Multi-skills, athletics, cricket, netball; competitive games including attacking defending skills; dance linked to Greek myths; adventurous activities; swimming.**



LINKS WITH OTHER CURRICULUM SUBJECTS

- Cross curricular links are explicitly planned to complement topics being studied eg. Year 4 Romans dance unit, Year 5 Capoeira unit when studying Brazil.

Curriculum plans are linked to show where opportunities exist for pupils to develop understanding of concepts in the science curriculum



ENRICHMENT

- Visit a professional sporting facility
- Meet professional athletes and sporting heroes through assemblies
- Represent school at competitions or festivals
- Attend public performances e.g dance
- Watch significant sporting events and achievements through assemblies and use of BBC sports clips
- Virtual sports events during COVID-19.
- Norwich East School Sport Partnership



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is the progression model
- Organising and connecting big ideas



SUPPORT

- Everyone has access to the NC Programmes of Study
- Structured questions and key PE vocabulary and modelling used to support.



R.E: Hemblington Primary



BIG IDEAS

We will engage, challenge, encourage and develop pupils' understanding of their own and others religious beliefs.

Through an enquiry approach we aim to deliver a curriculum which is accessible to all and will equip pupils with the knowledge, experiences and skills required for adult life, employment and life-long learning in our multi-cultural society.

We want them to know how religious education promotes tolerance, compassion, equality and enables pupils to combat prejudice

- **Theology:** Thinking through believing. This involves asking questions that believers would ask.
- **Philosophy:** Thinking through thinking. This involves considering the nature of knowledge, existence and morality
- **Human/Social Sciences:** Thinking through living. This involves thinking about the impact of religions and world views on people and their lives.

Links with local Churches.

CONTENT & SEQUENCING

Core questions for each Key Stage relating to each of the three disciplinary lenses. A core body of knowledge to be investigated which is rooted in each academic discipline, but contextualised for the school
Use of Norfolk Agreed Syllabus as the foundation for our Hemblington RE curriculum framework.

- EYFS & KS1: Christianity and Judaism
- Year 3: Christianity and Hinduism
- Year 4: Islam and Christianity
- Year 5: Sikhism and Christianity
- Year 6: Buddhism and Christianity

High-quality RE will support pupils' religious literacy. Pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.



LINKS WITH OTHER CURRICULUM SUBJECTS

- Cross curricular links are explicitly planned to complement topics being studied
- Implementation of whole school RE cross curricular RE days to be developed.
- Spiritual, moral, social and cultural development
- Personal, social, health and citizenship education
- Reading and writing
- Vocabulary and language development
- Spoken language
- Numeracy and mathematics
- British Values
- The Prevent Duty



ENRICHMENT

- Visits to places of worship
 - Visitors from a broad range of worldviews and religions
 - High quality resources, artefacts and sacred objects
 - Opportunities to explore particular religious festivals through whole day experiences
- Links with the local faith communities.

PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is the progression model
- Organising and connecting big ideas
- How well pupils are able to hold balanced and well-informed conversations about religion and worldviews.

SUPPORT

- Everyone has access to the SACRE Programmes of Study
 - Structured questions and sentence stems used to support
 - RE provides opportunities for colourful sensory experiences for pupils with disabilities.
- Key vocabulary and core questions.



MODERN LANGUAGES: Hemblington Primary



“The limits of my language are the limits of my world.”

- Ludwig Wittgenstein

Ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures, helping children develop their awareness of cultural similarities and differences around the world.



BIG IDEAS

- A high quality languages education should foster children’s curiosity and deepen their understanding of the world.
Learning other languages and culture to
- communicate with others and build bridges.
Enjoyable and stimulating developing a
- love of learning languages.



CONTENT & SEQUENCING

- **Reception/Year 1: Spanish** (greetings, numbers, family, animals, body parts, food, likes/dislikes)
- **Year 2: German** (greetings, numbers, colours, family, animals, countries, food, likes/dislikes)
- **Year 3: German** (weather, towns and houses, body parts, clothing, hobbies, school, eating out and shopping)
- **Year 4: French** (greetings, numbers, colours, family, animals, countries, food, likes/dislikes)
- **Year 5: French** (weather, towns and houses, body parts, clothing, hobbies, school, role-play)
- **Year 6: French** (numbers up to 100, telling the time, eating out and shopping, baking and cooking, sport, mini-film)



LINKS WITH OTHER CURRICULUM SUBJECTS

- Cross curricular links are explicitly planned to complement topics being studied
- Geography, Literacy, Music



ENRICHMENT

- Native speaker visitors to school
- High quality resources (Early Start and Rigolo)
- Opportunities to explore particular countries’ culture through whole language or culture day/week experiences



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units
- Our curriculum is based on a progression model
- Organising and connecting big ideas
- Regular informal assessment opportunities



SUPPORT

- Everyone has access to the NC Programmes of Study
- Structured questions and sentence stems used to support
- Lots of pair and group work so that pupils can support each other
- Key vocabulary visible and accessible.



PSHE: Hemblington Primary School



We aim to equip our pupils with the knowledge and skills to safeguard themselves and prepare them for the experiences they will have in life.

CORE THEMES



Health & Wellbeing

Physical Health

- Healthy eating
- Outdoor exercise
- Swimming in KS2
- Sports Days and activities
- PE curriculum
- Specialist sport teaching
- Norfolk School Sport Partnership
- First Aid training
- School health checks

Mental Health

- Nurture Provision
- Transition and Change
- Choices and Consequences
- Benjamin Foundation counselling
- Values and Assembly Themes
- 1-1 support for loss/anger management/ separation
- Extra curricular activities, residential, HGT

Relationships

Social & Emotional

- Positive behaviour strategies.
- Anti bullying strategies
- Hedgehog stamps
- Playground Buddies
- School Council

Equality and Diversity

- Assemblies
- Curriculum topics
- Stereotypes
- Diversity
- Culture
- Gender rights
- Similarities & Differences

Living in the Wider World

Economic Wellbeing

- Golden Ticket F of HPS
- Enterprise
- Charity Fundraising

Responsible Citizen

- Rules and the law
- Debates and dilemmas
- Philosophy questions
- School council
- Sustainability



SEND: Hemblington Primary School



At Hemblington Primary School we are committed to providing an excellent education for all, regardless of need. We work hard to overcome barriers to learning in order to support every child to succeed academically, socially and emotionally to become a well-rounded individual.



PASTORAL CARE

We are an inclusive school, welcoming all pupils and supporting self-esteem.

We work to support pupils with social, emotional & behavioural difficulties (self-regulation)

We work with the Benjamin Foundation for those needing additional support.



CURRICULUM & ENRICHMENT

Everyone has access to the National Curriculum.

We work hard to encourage and develop independence in all our children.

Children with SEND have access to school trips and visits. Risk assessments are carried out and 1:1 support given where necessary to ensure all children can attend.

All children have access to all lessons (eg music) and the opportunity to take part in performances in school as well as local events.

We ensure pupils with SEND engage with residential visits, enrichment and extracurricular activities.



IDENTIFYING PUPILS WITH SEND

Professional conversations with Specialist Teachers and the Educational Psychology Service

Conversations with parents

Liaison with previous education settings

Speech & Language assessments



INTERVENTIONS

Adults delivering interventions have received training in the programme they are working with.

Specific targets are set for pupils through their Pupil Passport. These are discussed and agreed with parents and the child where appropriate.

Progress in interventions is reported to the SENCo regularly and adaptations made where needed.



PROGRESS & MONITORING

Progress in interventions reviewed with SENCo at least termly.

Regular professional conversations to discuss individual and group interventions; adjustments made where needed.

Children with an EHCP have a formal annual review

All children with Pupil Passports have these reviewed at least termly.

Information is shared from SENCo monitoring



SUPPORT & TRAINING

Everyone has access to the curriculum – some access it differently

We work closely with a range of external agencies to support identification of needs and support strategies for meeting needs.

SENcos from Trust schools meet regularly to share expertise