



# Heathfield Primary School

## Heathfield Heart Policy

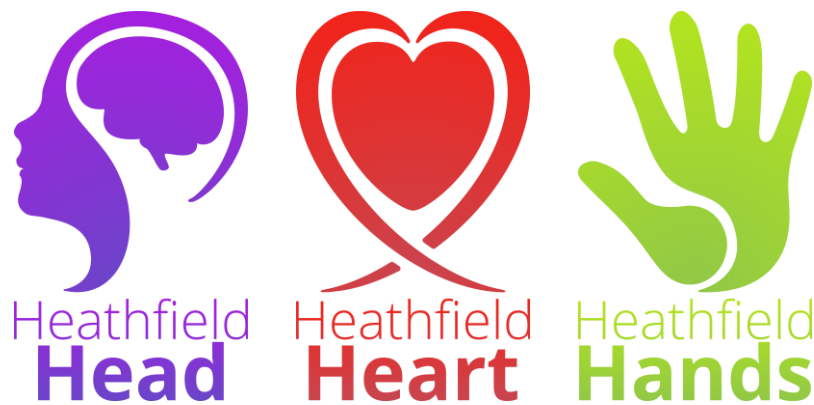
***Our Mission Statement:  
Learning together, Learning for Life***

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<b>Policy written by</b>	Komal Asani and Corinne Wilkinson (Curriculum and PSHE Lead) March 2021
<b>Date approved by governors</b>	Summer 2021
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<b>Committee Responsible</b>	Learning Challenge

## INTRODUCTION

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement;  
Learning together, learning for life.

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with a an inter connected curriculum that promotes meaningful connections between concepts and knowledge (**Heathfield Head**), develops genuine and robust character traits to prepare children for life in the modern world (**Heathfield Heart**) and opportunities for children to use and apply their Head and Heart to answer learning questions (**Heathfield Hands**) resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.



## **RATIONALE**

Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- the uniqueness of our children – our curriculum promotes respect for the views of each individual child, as well as for people of all cultures
- the spiritual and moral development of each person
- the intellectual and physical growth of each child
- the importance of co-operation and understanding between all members of our community
- the rights enjoyed by each person in our society and the associated responsibilities that come with those rights using the term 'British values'
- each person's need to be successful including those that are SEND and Disadvantaged
- equal opportunities for all the children in our school
- the importance of each person's health – physical, emotional and mental
- the environment – we teach respect for our world, and how we should care for it for future generations, as well as our own
- developing an aspirational outlook for each person
- the importance of life skills – not just academic measures

- to ensure children gain the essential knowledge needed to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement

We are committed to our mission statement; Learning Together, Learning for Life. By adopting the 'Heathfield Heart' we recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability for children to enjoy and reflect on their learning across the curriculum. In addition to this, children consider the personal attributes of others, including those of significant people identified throughout our curriculum, considering whether the proficiency in any of the following traits were linked to their success or demise! The 6 areas for personal development form what we class as 'Heathfield Heart' which are worked upon throughout a child's time at Heathfield Primary School.





## ROLES AND RESPONSIBILITIES

### Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- Proper provision is in place for pupils with different abilities and needs, including children with SEND
- The Head teacher is responsible for the day to day organisation of the curriculum and the strategic and operational management of this is delegated to the Deputy Headteacher.
- The Head teacher, along with SLT and subject leaders, monitors the application of Heathfield Heart across teaching and learning of the full curriculum.

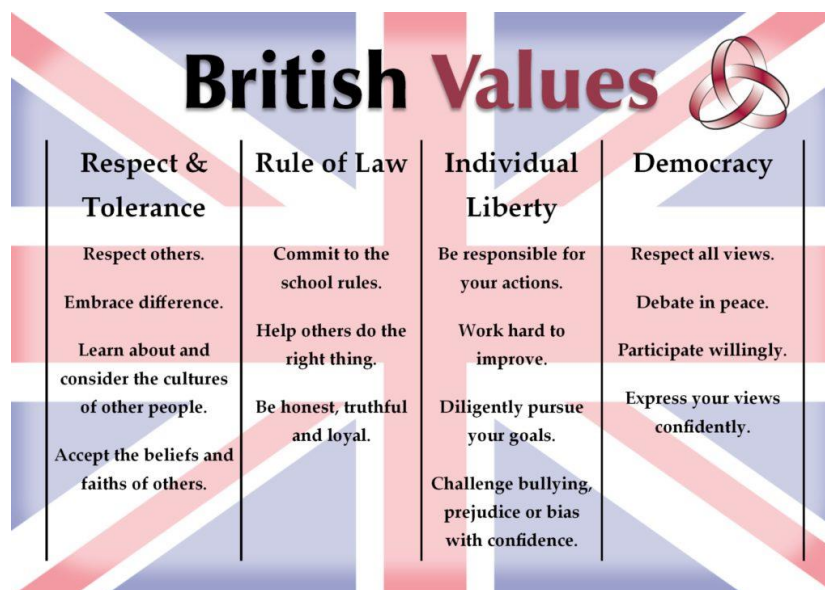
### The role of leaders and class teachers is to:

- Ensure Heathfield Heart is embedded within the ethos of the school
- Plan whole school/key stage/class assemblies focusing on themes around Heathfield Heart
- Plan for opportunities to apply Heathfield Heart across the curriculum (see planning and curriculum policy)

- support and offer advice to colleagues on issues related to their subject area;
- Ensure Commando Joe sessions build on character traits based on particular needs for specific cohorts/children
- Learning mentor to plan nurture sessions tailored to individual children using the Heathfield Heart
- Plan Wellbeing days to promote physical and mental health for children and staff
- Daily Mental Health Check Ins

### Heathfield Hands

They will use Heathfield Heart, British Values and SMSC to develop a child's character and intrinsic values. This will enable them to be equipped with life-long skills and the ability to apply these within the modern world.



### IMPACT

We offer our children a broad and balanced curriculum that promotes their knowledge, skills, physical development and wellbeing. We prepare our children for the next stage in their education through the opportunities and experiences they receive. Before children leave Heathfield, they will have experienced a curriculum that is:

- Designed to ensure children gain the essential knowledge needed to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement
- planned and sequenced cumulatively sufficient knowledge and skills for future learning and employment.
- ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- broad and balanced enabling children to achieve well. This is reflected in results from national tests

This policy will be reviewed annually to take into account local and national initiatives and to assess gaps in pupils' knowledge and skills.