

Our Curriculum



St. Peter's CE Primary Academy, Hednesford

Reach for the Sky!



Resilient in the face of challenge

Happy, helpful and ready to contribute

Excellence in all they do

Reach for the Sky



Captivated by a love of learning

Ambition for their future selves





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Intent

Aims and Ambition for Pupils

“Do good, be rich in good deeds and be generous and willing to share. In this way they will lay up treasure for themselves as a firm foundation for the coming age, so that they may take hold of the life that is truly life.” 1 Timothy 6:18-19

Our curriculum seeks to inspire, engage and motivate children to be effective learners and to understand the world around them through inquisitiveness and practical experiences. The curriculum design reflects the core knowledge that children should know whilst also ensuring that the skills they acquire are developed to enable them to become independent and resourceful learners across all curriculum subjects. As an inclusive school, we are ambitious for the outcomes and futures of all our children and seek to ensure that all learners are given opportunity to build the knowledge, skills and personal attributes needed to be successful members of society, through their educational journey and into employment. This aspiration is the focus of our whole school motto, Reach for the Sky. Our Academy gives primary importance to the key skills in Reading, Writing and Maths, through skilled, daily teaching which enable all children to acquire the fundamental skills required in these areas to have recognisable success at key milestones through their educational journey as well as unlocking the wider curriculum. This focus on core skills and understanding ensures that all children can Reach for the Sky and seek excellence in their learning outcomes, ready for the next stage of their education.

Learning is taught in distinct subjects but linked by themes wherever possible to provide children with a meaningful context for their learning. Links are developed within, and across, subjects to deepen pupils’ understanding of the topics and concepts studied. Teaching is planned to be investigative, based in practical contexts and, wherever possible, utilising opportunities beyond the classroom to engage, motivate and inspire our pupils so that they are captivated by a love of learning. Learning at St. Peter’s builds upon, expands and deepens pupils’ knowledge and skills over time to enable them to be reflective, resilient and independent learners, across all areas of the primary curriculum, as well as to prepare them to make a real contribution to the world and our society, both now and in the future.



Implementation

The pupil learning experience at St. Peter's

"Whatever you do, work at it with all your heart" Colossians 3:23-24



Our curriculum is closely linked to the aims and programmes of study in the [Primary National Curriculum](#) for England. The content and organisation of our curriculum has been designed by our staff, specifically for the children that we teach, reflecting our locality, the experiences of our pupils, our school's individual identity and with the aim of broadening the horizons of children we teach. Teachers plan lessons, units of work and themes based on curriculum subjects and age-appropriate skills progressions to ensure that children's learning is deepened throughout their learning journey.

Great emphasis is placed upon the key subjects of English and Maths, with daily teaching for all pupils in these subjects. There is a high prevalence of the teaching of phonics, reading skills and Maths as skills in these areas unlock the wider curriculum. A secure understanding of these subjects, and the ability to independently apply the skills developed in these subjects, is critical to enabling success in education and in employment. The Academy also places high focus on delivering two hours of dedicated Science teaching each week reflecting the importance of this discipline to the world we interact with on a daily basis, along with two hours of Physical Education to promote healthy lifestyles and habitual physical activity as the basis of good mental and physical health.

The expectations of learning are further outlined in the assessment criteria used across the academy to judge the learning and progress of all pupils. Termly assessments are made against age-related criteria which give a detailed picture of pupil performance, areas of strength and areas for development. Where children are identified as falling behind in their learning, additional support, intervention or diagnostic assessments are implemented to secure future improvement. This regular, robust and accurate teacher assessment ensures good teacher knowledge of pupil expectations and clear progression for all pupils from their starting points.



Each half term, year groups have a wider curriculum theme based on a key question that children investigate as part of their learning. Learning in History, Geography, Art and DT are linked (wherever possible) and learning is planned through a series of hierarchical, progressive questions over the half term to help focus learning and deepen understanding in order for children to develop an independent, reasoned response to their learning for the unit. Questions for each lesson are devised using [critical thinking questions](#), closely related to Blooms Taxonomy, to build understanding from knowledge through levels of learning towards analysis, synthesis or evaluation. This approach fosters an enquiry-based learning style where all aspects of the learning sequence contribute to a greater understanding and knowledge, which enables pupils to make their own viewpoints and justify them. Each subject also has a clear skills progression outlined for the independent abilities of pupils expected at each stage in order for them to demonstrate a good ability in each area. This curriculum requires teachers to be facilitators of learning and guide children through expert knowledge, questioning and resourcing to become resilient, independent and excellent learners. Each sequence of learning starts with an inspiration start – something practical or inspiring to capture the imagination or to raise a dilemma – which prompts learning for the coming weeks. These are supported by a mid-way milestone and an extraordinary end which give focus and wow moments along the way, with a chance for children to use their learning so far to help them or to focus on an end point to demonstrate their learning. Our curriculum enables children and teachers to be innovative in learning and in the delivery of lessons; we want every lesson to play its part, to make the most of every opportunity to deepen understanding and to make learning memorable for all those who engage in it.



At the heart of our curriculum is a philosophy that practical, experiential and investigative learning aids understanding and retention. Our curriculum provision has been enhanced further by the development of our Outdoor Classroom enabling pupils to take learning beyond the classroom, into our school grounds and onto the Hednesford Hills. This helps broaden our understanding of our locality, conservation of the unique habitat of the Hednesford Hills and to inspire interaction with our community to relate learning to real life. To deepen learning experiences, our curriculum is enhanced



through the use of specialist teachers in music and P.E., through the use of educational visits and visitors to bring learning to life and through opportunities for residential experiences to enhance personal development, resilience and cultural experiences. Ultimately, learning can take place anywhere, anytime and in many different ways in the right context. St. Peter's curriculum captivates pupils into a love of life-long learning, giving them the tools for life-long success.



Impact

Outcomes for pupils and their futures

"Be strong and do not give up, for your work will be rewarded." 2 Chronicles 15:7

As a learner:

Our curriculum, with its focus on knowledge content, skills progression and enquiry-based learning, will enable all children to make progress from their relative starting point, across the whole curriculum. Children will demonstrate the attitudes and approach of Reach for the Sky, and their effective learning behaviour will ensure that high expectations and aspirations of learning outcomes are at the core of what the school offers for its pupils. We seek to nurture confident, independent, resourceful and resilient learners who are well equipped to use and apply the knowledge and skills taught at school in their future learning and to make a positive contribution in society. Our Academy ensures that pupils are well-prepared for the next stage of their education, and where pupils are behind, they are systematically supported to secure their progress in learning. All learners will seek to do their best in all their learning and it is the role of all adults in school to enable pupils to fulfil their true potential.

As a member of Society:

The importance of the holistic development of each child is central to the Academy's outcomes and evidencing the impact of its performance. In addition to the attitudes, progress and academic outcomes for each child, the school will enable children of all ages to participate in events, groups and learning activities which enhance the experience children get at school, broaden their experience in society and model good participation in society through work with: St. Peter's Church, The Friends of Hednesford Park, Hednesford Town Council, Hednesford Football Club, Forest of Mercia Outreach team, the Hednesford Hills Rangers, The Fireworks Charity, partner schools in Future Generation Trust, other local and international schools, Outdoor and Adventurous providers and others beyond our immediate area. These experiences will broaden pupil experiences, their knowledge of the world around them and help to raise their aspiration for what they can achieve in their own lives. By working collaboratively, children will develop effective communication skills, learn to take responsibility for their own actions and understand the positive difference they can make in our world. The formative experiences we offer will help shape the society of the future.

As a School:



Our Academy has the privilege of educating the next generation of pupils in Hednesford and for our increasingly globalised, technological society. The pupils that journey through our school should be given the knowledge and skills to prepare them for their futures with the vast majority of pupils leaving us well-placed to have success as a result of the secure learning foundations given to them during their time here. All children can succeed in their education and this is, in itself, our moral imperative to offer the best education possible to all our pupils. Our staff will constantly be looking to innovate their practice, to adapt to new ways of delivering learning and offering opportunities for children to grow both academically and holistically. All members of our school community demonstrate the 'Reach for the Sky' ethos, founded in a love of deep learning and a thirst for excellence in order to lead to ambitious, fulfilled futures for all our pupils.



English – Reading

Reading Intent

At St Peter’s Primary Academy, we strive to deliver an English curriculum that develops children’s love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often for both purpose and pleasure. We recognise the importance of reading and that an enjoyment of reading can unlock a broader love of learning. At St Peter’s Academy we strive to deliver a comprehensive and balanced reading curriculum that develops both reading fluency and comprehension and is adapted and developed to meet our children’s needs. We aim to supply all children with the tools so that they can become independent, enthusiastic and motivated readers that find genres and authors that they love and are inspired by.

Reading Implementation

Our reading curriculum is shaped by our school vision, which encourages all children to ‘REACH’, regardless of background, ability or additional needs, and enables them to flourish and develop a love of reading. We teach the National Curriculum, supported by a clear skills and knowledge progression. We ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We ensure that we provide a curriculum that offers many purposeful opportunities for reading and discussion and offers cross-curricular links so that children experience both a range of reading genres but also reading for purpose.

An early importance is placed on phonics within EYFS and KS1. We teach reading and phonics through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised progression*, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As the children become more confident in their reading we progress to a skills-based approach using VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise). These are embedded within regular Guided Reading and whole class Reading lessons. Our reading curriculum links closely with our writing curriculum; we use a carefully chosen text-based approach that enables us to create opportunities for reading, discussion and writing throughout the curriculum.

Children are given daily opportunities to read independently and with an adult. We use books that are suitable for the children’s ability, but also allow children to choose their own books to encourage independence, ownership and enjoyment. A team of dedicated reading volunteers help to ensure that children read on a regular basis and target fluency in reading. Accelerated Reader is used to support, aid and assess progression and is used to help celebrate reading across the year. We communicate with our parents to encourage a love of reading to be continued at home. Children take home regular reading books to share with their families.



Reading is an integral part of daily practice at St Peter's Academy and celebrated in many ways including World Book Day, whole school events, visitors and special reading sessions throughout the year.

Reading Impact

As a learner:

- Through development and progression in their reading attainment and enjoyment, the children will unlock all areas of learning and the curriculum. This will enable them, as learners, to research, explore, discover and pursue areas of learning that interest and inspire them inside and outside of the curriculum.
- The children will develop a rich and varied vocabulary through wider reading that they can apply across the curriculum and within their writing.
- Through discussion and exploration, the children will be able to develop their understanding of a text through their linguistic knowledge and knowledge of the world. They will develop the skills needed to analyse and depict the meaning, considering their own interpretation and the author's choices and intentions.
- Our children will develop their own love of genres and authors and will review their books personally and objectively. They will be able to justify and discuss their choices and will be able to use reading to learn about the world we live in.
- The children will move forward with a deep love of literature across a range of genres, cultures and styles that is individual to them. Through our curriculum the children will explore and make connections between classic and modern literature.

As a member of Society:

- Children will be provided the opportunities to participate in events, groups and learning activities which enhance the experience of reading that children get at school.
- Participating in visits and visitors from the wider community in order to bring reading opportunities alive for the children. This includes links with local libraries, theatres, authors and members of the community.

As a school:

- We will provide a stimulating and enriching reading culture that encourages and excites the children. We will provide opportunities for the children to discuss, share and recommend books that have inspired and impacted them.
- We celebrate and encourage reading often and widely for enjoyment as well as for knowledge.
- Reading is an integral part of the day and is integrated throughout our curriculum.
- The children will understand the importance of reading and how it can impact and help lead to ambitious, fulfilled futures.



English – Writing, Spelling and Grammar

English Intent

At St Peter’s Primary Academy, we recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts and are regularly given the opportunity to apply this for a purpose. By giving this context to their learning, the children understand the value of English to them now, and in their futures. It is our aim that as the children move through their primary years they recognise and experience the power of language and are given the opportunity to discover a range of works by quality authors that may inspire their writing. We share with our children, an enjoyment of language and literature through a carefully chosen curriculum of books, films and other media.

English Implementation

We have developed an English curriculum to suit the needs, interests and experiences of our children at St Peter’s Primary Academy. Our English lessons develop pupils’ spoken language, reading, writing, grammar and vocabulary. We teach the National Curriculum supported through carefully planned progression of skills that are built upon each year.

English is often taught in a cross-curricular way to enthuse and capture the children’s interests and imagination. We use a range of stimuli to promote interest and have developed a curriculum in which the children learn a broad range of writing styles and genres. We promote the importance of written work by providing a writing purpose.

We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions; the use of Talk for Writing activities across the school supports this. We know the value of excellent vocabulary and this is developed and practised across our curriculum constantly. The children develop their writing through a journey that helps to teach them how to write, and involves a gradual movement from instruction to independence. We use quality text to support teacher modeling, class discussion and analysis of author choices. The children are taught focused and relevant grammatical skills including spelling, that they can apply within their writing. We teach weekly spelling rules that are reviewed, practiced and applied throughout the week. Before independent written pieces, the children are given the opportunity to plan their writing. They then develop their pieces through drafting, evaluating and editing, proof reading and finally reading aloud or performing.

We have developed a range of extra activities, which are used to promote writing within the school including whole school writing challenges, World Book Day, and our Hall of Fame.



English Impact

As a learner:

- Our aim, at St Peter's Primary Academy is that all children understand the value of writing. They can write for a purpose and can adjust their writing and style accordingly.
- We aim that all children find an enjoyment in language and are confident in their own ability to write for a purpose whether it be an application, a letter, a report or for entertainment and enjoyment.
- The children will see and celebrate their own progression and will show a developing understanding of skills and their impact.
- The children will be able to take inspiration from their reading to impact upon their writing – learning from great authors throughout history.

As a member of society:

- Children will be provided the opportunities to participate in events, groups and learning activities which enhance the experience children get at school and will engage them in writing for a purpose and intended impact.
- Participating in visits and visitors from the wider community in order to bring writing opportunities alive for the children. This includes sending letters, publishing their writing and engaging with the local community.

As a school:

- We aim that all children leave St Peter's Primary Academy with the writing tools that will help them in their futures. The children will understand the importance of writing and how it can impact and help lead to ambitious, fulfilled futures.
- We celebrate and encourage writing for purpose and enjoyment and showcase across school the progress and milestones of the children.
- Writing is an integral part of the day and is integrated throughout our curriculum in every subject.



Mathematics

Intent

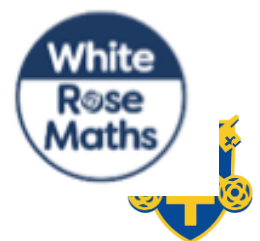
At St. Peter's we strive to deliver a Maths curriculum that is engaging and contextualised to develop children's love of Maths and an understanding of how these skills are relevant to life outside of the classroom. We aim to do this using problem-based situations and an interactive approach to Maths where children can use manipulatives to support understanding.

As we aim to develop children's key mathematical skills, we use a spiraled mastery approach. Thus, we aim for skills and concepts to get progressively more difficult within lessons through variation that children can build up to at a pace appropriate to them. This approach aims to deliver a curriculum where mastery is available to all pupils. Because times tables are a key concept to support many areas of Maths, we aim to give children a deep conceptual understanding of their times tables to support quick, fluent recall of multiplication facts.

Our Academy has chosen to develop our approach to Maths using the White Rose Maths curriculum as it closely matches expectations of the National Curriculum for Key Stages 1 and 2, while using a spiral approach to learning mathematical skills. This curriculum design enables all children to acquire effective Maths learning and build upon it over the course of sequences of lessons (and over time) to become fluent in number, problem solving and reasoning. The use of concrete, pictorial and abstract learning methods is at the heart of this curriculum, reflecting current best practice in pedagogy. As the expectations within the White Rose curriculum match or exceed those in the National Curriculum, our curriculum is ambitious for pupil attainment and enables teachers to tailor learning to meet the needs of their pupils by considering how best to deliver new learning. The White Rose curriculum is divided into major topic areas (Number, Measurement, Geometry and Statistics) and these sequentially develop to match objectives for each year group within the National Curriculum. This approach shows teachers exactly the concepts and skills that must be mastered in each year group (as well as detailing prior learning that must be built upon) whilst clearly showing how conceptual understanding is developed over time.

The White Rose curriculum is also a cumulative curriculum which means that once a topic has been taught, it is regularly revisited in different topics and contexts to help children retain learning and apply known concepts. The White Rose progression document shows year on year progression in skills, aligned to National curriculum expectations, and when these are covered within each year group.

[White Rose National Curriculum Progression Documentation](#)



<https://whiterosemaths.com/>

Implementation

Our Maths curriculum aims to embody the school motto of 'REACH' encouraging children to be resilient and aim for their best in everything they do. Following a 'Singapore Maths' approach this is developed through the use of a concrete – pictorial – abstract model: children use concrete equipment and a context to introduce and develop understanding of concepts, draw pictures to develop understanding and relationships and finally developing efficient, abstract methods (using numbers, mathematical symbols and processes). The stages of this model are not discrete stages and children could call upon any stage of the model to support them during their development of a concept. Key skills are also varied through this approach, so children develop an ability to manipulate their knowledge to solve problems.

To facilitate a consistent 'Singapore Maths' curriculum, at St. Peter's we use White Rose Maths to support children's development of skills and use of the CPA model. Using the structure of White Rose, there are three stages within a lesson which aim to deliver the CPA model.

Starters: Each lesson will begin with a quick starter. These are generally a quick, independent activity to relate to a skill from previous lessons for children to recap key skills which will be built on. Starters may also be used to recap skills that children have learnt from other units but may be useful with their current topic (for example in an area lesson a starter could recap arrays before looking at the area of a shape).

In Focus: This stage of the lesson introduces learning in a context, usually using a problem or reasoning discussion. The aim of an in focus is contextualise learning so children can see a use for Maths outside of the classroom. Another aim for this part of the lesson is for children to investigate mathematical concepts using manipulatives (concrete resources) or pictorial representations and discuss Maths, aiming to give the opportunity to develop key Maths skills of problem solving and reasoning. This also gives children a good chance to explore concepts and how Maths areas relate together. This is a great opportunity for discussion between pupils in groups or pairs and for the teacher to question and join in discussion. At this point, it is also a chance for children to be speaking using mathematical language and for adults within the classroom to reinforce this skill.

Guided Practice: This stage of the lesson is more teacher led and aims to cover key learning points and any misconceptions from the In Focus. This stage of the lesson is a key modelling opportunity and



aims to ensure children have the key knowledge to build upon independently. This stage is generally more pictorial or abstract but teachers should take the opportunity to use concrete resources to help build concepts; this could be through the use of technology and moving equipment or through the use of actual manipulatives and modelling. Any pictorial or abstract representations should be modelled and discussed. This part of a lesson is a great opportunity to cover misconceptions and model language use.

Independent Practice: This stage of a lesson is for children to use their skills independently. In some lessons, activities will use pictorial representations and become more abstract as the lesson develops, aiming to spiral and develop the necessary skills. Children could continue to work using concrete equipment to support their understanding if necessary. These independent activities will be set out using the ‘Sky, Moon and Stars’ approach and will increase in difficulty and challenge as children progress. Within these independent activities, problem solving and reasoning questions are also included so these are part of all lessons and embedded within the Maths curriculum. White Rose resources give examples and opportunities of how children could use different concrete, pictorial and abstract skills using symbols. There are also symbols for reasoning and challenging questions.



A **cube** symbol suggests the use of concrete manipulatives.



A **draw** symbol encourages drawing.



A **bar model** symbol: as bar models are a particular type of drawing, this symbol gives a clear hint when it might be the best method to use.



A **talk** symbol stimulates mathematical talk to get students to vocalise their thinking.



A **think** symbol indicates a question where students have to think that little bit deeper.

Some lessons may also include hot and cold tasks to demonstrate learning. Hot tasks are used as a task to consolidate learning and check children’s skills within a unit of work. They are described as hot tasks as they follow teaching related to specific units. On the other hand, cold tasks are related to learning that have been completed in previous weeks, topics, terms or even previous years. These are a good indicator of retention of learning and can be used as an assessment tool and to plan future learning.

To encourage multiplication fact learning children are introduced to counting in multiples using rhymes and songs. At St. Peter’s Academy we have a rolling numbers programme to introduce counting in multiples as well as teachers’ own initiatives. To support fact recall, from Year 2 children



have Times Tables Rock Star accounts, which can be used in school but also supports learning from home. In class, teachers also regularly use two-minute madness to encourage the need for quick fact recall. This is focused on a particular times table and is progressive when children are ready to move onto a new set.

In Early Years, the CPA model and mastery are still applied within the curriculum, with the main focus on developing children's understanding of the number system as a firm base for national curriculum learning. This aim uses 'touch Maths' where numbers have touch points to support the development of value behind numbers and supports the relationship between addition and subtraction. Touch Maths also enables the idea of place value and counting on to be introduced and develop key skills.

Impact

As a learner:

At St. Peter's we believe that the key to confident mathematicians is a mastery curriculum where children have the opportunity to develop the three Maths competencies: fluency, problem solving and reasoning. Children will show mastery when they can use the following five mastery skills in a given area:

1. Show a physical model. This is using concrete equipment to represent a mathematical concept and/or using a context when showing how a concept work.
2. Draw an appropriate model. This could be drawing a pictorial representation to show how a concept is completed or could be through the use of bar modelling for areas such as ratio, proportion or problem solving.
3. Explain the problem or concept orally. This could be in groups with other children or adults when working through a problem or concept. Using the correct mathematical vocabulary verbally is also important.
4. Explain in a written form. This involves children explaining a concept in writing, using the appropriate, mathematical vocabulary where appropriate.
5. Challenge themselves. This is where children can use their knowledge to make concepts more challenging. Whilst teachers and teaching assistants will also look for opportunities to challenge pupils, a student who truly understands a concept will have ideas about how to make it more challenging, either through writing their own problems or asking themselves 'what if' questions about a concept.

As a member of society:

Children will develop confident Maths skills which will enable them to apply Maths skills in the world around them. From their Maths learning, children will start to recognise how Maths is used in a wide



variety of aspects in the world. Children will recognise the importance of Maths in relation to future ambitions and careers.

As a school:

Our aim at St. Peter's Academy is for children to become confident mathematicians who can use their key skills and manipulate these to solve everyday problems. Attainment in Maths is measured using the statutory assessments at the end of Key Stage One and Two; these results are measures against the Maths attainment of children nationally. Additionally, children have a statutory times table test at the end of year 4 where they are given a recall score out of 25.

Children will develop a secure understanding of mathematical concepts to enable them to develop these as they move onto the next step of their education and future. This will support them in recognising the importance of Maths in the wider world.



Science

Intent

At St Peter's Primary Academy we strive to deliver a Science curriculum that develops children's interest and curiosity of the World that we live in. We also ensure that our school is a safe environment, whereby the children are stimulated by creative learning experiences. We encourage and plan for the use of 'science capital', whereby children are given the opportunity to enhance their science-related knowledge, attitudes and resources to develop across their school life. Recognising that science is a core subject within the curriculum, means that science is taught for 2 hours a week within Key Stage 1 & Key Stage 2 and regular opportunities for scientific enquiry are provided, meaning that children are given practical first-hand experiences. We aim to ensure that children at St Peter's are provided with the skills to: ask their own questions; show their own curiosity about the world around them; be confident to explore their curiosity through scientific enquiry based lessons; and show an enthusiasm for science.

Implementation

Our science curriculum is based around our six science principles that were chosen by staff and children on achieving the Primary Science Quality Mark in 2018. Our key Principles are:

- ✓ Encourage our interest about the world.
- ✓ Have practical lessons to link our ideas.
- ✓ Develop our understanding of the world & how science can impact on our lives.
- ✓ Help us investigate science in different ways.
- ✓ Give us ways to explain our ideas in many ways.
- ✓ Help us to use skills from science experts and from different areas of the curriculum.

We teach using the National Curriculum for science, which is supported by our own assessment tool for whether the children have achieved the key objectives. Each year group's 'I can statements' show progression each year, ensuring that the children's scientific understanding and scientific enquiry skills are built upon year on year. Science is taught for 2 hours per week in both Key Stage 1 & Key Stage 2, but this might be blocked for certain lessons (depending on the science topic).

At the beginning of a topic, children identify their existing ideas, learning needs and interests about the topic. Children are also encouraged to ask questions that they would like to find out about, therefore this assists the teacher in planning for the science topic. Scientific enquiry is at the centre of the children's learning & this is planned for frequently within a unit of work.

Teachers ensure that lessons are differentiated accordingly and the learning objectives & success criteria are shared with the children each lesson. Science follows the same outline as other core subjects & the school vision to 'reach for the stars', so children will begin at sky, progress to moon and challenge themselves with the stars success criteria.



Following our achievement of PSQM in 2018, we continue to plan for opportunities for children to enhance their 'science capital' and plan for regular visitors to aid the teaching of science. We also plan for use of our outdoor classroom and outdoor learning where possible.

Each academic year we arrange a science week, whereby we have an introductory assembly to promote the theme. We also have visitors in school that deliver workshops to Key stage 1 & key stage 2 children. The children thoroughly enjoy this experience and the lessons that follow within the classroom. Science is a practical, enjoyable lesson that children are enthusiastic about.

Impact

As a Learner:

- Our aim, at St Peter's Primary Academy, is that all children's curiosity is nurtured; allowing them to ask questions and develop the skills that they need in order to answer their questions.
- Children will show progression in their scientific enquiry skills and be able to set up their own investigations, deciding which type of enquiry they will be focusing on.
- Children will also be able to make predictions, explain their findings and make conclusions about what they have found out. In addition, children will be able to evaluate their investigation and suggest improvements. Children will also be able to explain their knowledge about a theme following investigations they have carried out and discuss their knowledge.

As a Member of Society:

- Children will be given different opportunities within the local community, such as arranging visitors to attend school to enhance teaching a science topic and also attending practical workshops at our local secondary school. Therefore, children will gain a range of experiences and be able to plan scientific enquiries within real-life contexts.
- We hope that children will also recognise how their 'science capital' can have an impact on their own career choices and which jobs, in society, are suited to a scientific background.

As a School:

- Children will have been taught a range of enquiry skills that they will be able to build upon to enhance their scientific learning following primary school.
- As a school, one of main aims is that all children who leave us in Year 6 have the appropriate skills in preparation for Key Stage 3 and still have curious minds with unanswered questions ready for their next stage of their science learning.



Computing

Intent

At St. Peter's we aim to give children a detailed and comprehensive computing curriculum where pupils have the opportunity to use a range of technology and software. Through the use of different platforms, our computing curriculum aims to develop independent and responsible technology users who understand the importance and responsibility of technology. Furthermore, we aim to provide children with the opportunity to develop their problem-solving opportunities where they will need to debug programmes to enhance their use. Along with aiming to develop children's key programming and coding skills, St. Peter's will develop children's key skills of typing, data handling, analysing and presenting. Although computing will be taught as a discrete subject, we aim to embed key skills within other subjects and give children the opportunity to apply their skills.

Implementation

At St. Peter's, children will look at the importance and safety needed when using programmes and the internet, ensuring they understand the need for privacy and passwords where necessary. This will also include what to do when they come across material that makes them uncomfortable and understanding the need to talk to adults. This will relate to the internet and many aspects of communication through technology.

During their time at St. Peter's, children will be taught about how to use technology safely and responsibly. This will include use of the internet and using technology to communicate. Aspects of e-safety will look at what a digital footprint is; why we need passwords and the importance of security; how to communicate and play games safely and responsibly and what to do when we feel unsure or unsafe when using technology. Using technology safely will also relate to the academy's safeguarding, e-safety and behaviour policy. This area of the curriculum is also addressed through our PSHE programme, especially in the Celebrating Difference and Relationships unit.

Within lessons where technology use is needed, children will use a variety of devices and software to develop their key skills of typing, word processing, data handling, analysis and presenting. During each key stage, children will use different devices, such as computers and iPads, to develop these skills. On these devices, children will use a variety of software, i.e. Microsoft Word, Microsoft PowerPoint, Microsoft Excel, to develop a variety of computing skills. Additionally, children will use this to develop key skills and support knowledge of how to use technology safely and with purpose both in school, at home and as it develops into the future.

To develop coding and programming skills, children will also have a range of technology and software to use. Within Early Years and KS1 children will use Beebots to predict and programme routes, as well



as coding apps to create and debug simple programmes. Moving into KS2, children will use Scratch Junior to develop and code programmes. Within this, children will programme characters to complete tasks and need to debug any problems with their programme. In upper KS2 children will progress onto using Scratch coding in preparation for transition KS3.

Impact

As a learner:

- Children will become confident and independent technology users who understand the importance of care and safety around technology use. This will include children having strategies for what to do when they feel unsafe and who to seek support from.
- Furthermore, children will have a good understanding of key skills and software to use technology independently and give them a good foundation for future development and use in life outside the classroom.
- Children will have a deep understanding of the concepts and knowledge relating to coding with the ability to apply these skills to increasingly advanced programmes in the future.

As a member of society:

- We hope that children will develop an understanding of how technology is used within everyday life and the importance of technology use in society.
- As well as this, using e-safety learning, children will develop the understanding of safe and kind use of technology for research and communication to enable them to use technology appropriately in everyday life.
- Our pupils will be effective digital citizens using technology safely for good in our world.

As a school:

- We aim that children will have a good understanding of the importance of using technology appropriately and safely. With this, children will understand when and where to find support if they feel unsafe or uncomfortable about anything they find.
- We hope that children will develop safe and confident technology and device use to support their transition beyond the academy and possible future aspirations and careers using technology.
- St Peter's will continue to invest in new technology and pedagogy to ensure that our pupils gain a well-rounded and current experience of a range of technology and communication devices.



Wider curriculum subjects



History

Intent

At St. Peter's Primary Academy, we aspire to provide our children with a broad and balanced History curriculum, rich in skills and knowledge, which immerses the children in a range of cultures and engenders an enquiring and critical outlook on the world. We strive to deliver a clear progressive development of historical concepts, knowledge and skills; and for all the children to develop a love of history. By linking learning to a range of topics or themes, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past along with that of the wider world, and to be able to communicate historically with each other. Furthermore, we aim to inspire all children at St Peter's Primary Academy to 'Reach for the Sky' and to develop a curiosity and fascination about history that will remain with them for the rest of their lives.

Implementation

To ensure high quality teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. We use the National Curriculum Programmes of study to guide us on the content and focus on each objective to inform our curriculum. These units are enriched by cross curriculum links when appropriate. History is taught as part of a termly topic, supported by clear skills and knowledge progression. Each half term, year groups plan and deliver themed topics based on a key question that children investigate as part of their learning within History. This enquiry based learning provides children with the opportunities to ask perceptive questions, think critically, develop judgement and make their own viewpoints and thus inspire children to become independent and ambitious learners. Whilst these topics portray a period of History, children are encouraged to identify connections, make comparisons and contrasts with other significant historical events, people and places within the wider world. Each topic is planned around an inspirational start, mid-way milestone and extraordinary ending in order to focus the learning and to deepen their understanding and curiosity.

When possible, we aim to ensure that all children are provided with opportunities to experience and visit sites of historical significance as well as engage with the wider community and visitors who can re-enact or relive their own experiences of past events. Also, to enhance the learning experience, organised themed days are planned to bring the topics alive!



Impact

As a learner:

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will develop enquiry skills to pursue their own interests within a topic and develop further questioning.
- To retain prior- learning and explicitly make connections between what they have previously learned and what they are currently learning.
- To become ambitious, creative and resilient learners and apply the knowledge and skills acquired in History to their future learning.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Gain a secure knowledge and understanding of people, events and contexts from the historical periods covered.

As a member of Society:

- Children to participate, where applicable in high quality visits/visitors from the wider community in order to bring history alive to the children and provide them with a more visual view of the topics covered.
- Working collaboratively, will provide children to develop discussion and communication skills using appropriate Historical terminology.
- Children will understand how our past affects the world we live in today and our understanding of it. This can be used to help learn from the past to make the future better.

As a School:

- To ensure that children at St. Peter's Academy are equipped with historical skills and knowledge that will enable them to be ready for life as an adult in the wider world.
- As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.
- Develop a passion for history and an enthusiastic engagement towards their learning.
- To nurture a sense of curiosity about the past and develop their understanding of how and why people interpret the past in different ways.
- To encourage children to develop a respect for historical evidence and to make robust and critical use of it to support their explanations and judgements.



Geography

Intent

At St Peter's we believe that Geography helps to provoke inquisitive children that aspire to find answers to questions about the natural and human aspects of the world. Children are encouraged to develop a curiosity, fascination and greater understanding and knowledge of the world, as well as their place in it, which will remain for the rest of their lives. Geography teaching will promote an interest and understanding of diverse places, people and resources in both natural and human environments. The geography curriculum at St Peter's enables children to develop knowledge and skills that are cross-curricular and which can and are used to promote their spiritual, moral, social and cultural development. The curriculum is designed to fulfil the National Curriculum requirements, providing a broad, balanced and differentiated curriculum and to develop knowledge, geographical concepts and skills that are progressive throughout their Primary career and also to their further education and beyond.

Implementation

Geography at St Peter's is taught in blocks throughout the year; focusing on knowledge and skills outlined in the National Curriculum, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school using the geography skills progression grids. Throughout each topic, the children are also exposed to an inspirational start - designed to captivate learning, assess what the children already know and what they would like to find out; a midway milestone - to sustain interest or alter the course of learning and then an extraordinary end - which consolidates all of the learning for the topic or is a celebration/ demonstration of all that has been learned. The local area is fully utilised throughout the school with extensive opportunities for learning outside in our outdoor classroom and on Hednesford Hills.

Impact

As a learner:

- Investigative and enquiry-based learning opportunities help the children to develop a coherent knowledge and understanding of each unit covered throughout school.
- The children construct ideas that enable them to interpret and make sense of their experiences.
- They evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge.
- As children progress through KS1 and KS2, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider world.



-
- Children will have an excellent understanding of their local area, their place in the wider world and the geographical concepts which have shaped the world we live in.

As a member of society:

- Our pupils will see their role in the world and know that their actions can have local, national and global consequences.
- Children will have a good understanding and appreciation of Geography in their local area of Hednesford.
- Children to participate in high quality learning from visitors from the local area.
- Children will begin to understand their wider world and the implications that we have as citizens on it.
- Through high quality Geography teaching, the children will develop a sense of location, understanding of the environment, the natural world, and the community in which they live.

As a school:

- Geography outcomes can be found in learning journey books, photographs/videos, pupil discussions (pupil voice) with class teacher, subject co-ordinator and SLT, learning walks and classroom observations.
- At St. Peter's, we aim to ensure that the children at St Peter's are equipped with geographical skills and knowledge that enable them to be ready for life at secondary school and then as an adult in the wider world.
- We strive to develop a passion for geography, becoming inquisitive about the world around us.
- We hope that they will develop a respect and informed knowledge of the issues surrounding our world and how these can affect the everyday lives of individuals, communities and societies.



Art

Intent

At St Peter's Academy we strive to deliver an art curriculum that develops children's imagination and creativity in a way that is engaging, inspiring and motivating to our young learners. We encourage children to experiment, explore and be inventive with their own works of arts and crafts but also to be reflective and critical thinkers in order to develop their work further. Children will explore a wide range of artists, designers and craftspeople, both modern and historical, and will understand the importance that arts and crafts has in our world today. Our aim is for children to become confident and proficient in a variety of skills and techniques including; drawing, painting, 3D modelling, printing and textiles, which will lead them towards becoming more independent and creative learners.

Implementation

At St Peter's our art curriculum is underpinned by the aims of the National Curriculum and designed to work alongside the theme being covered during the half term. This enables children to get a real world understanding of how art and design has a historical significance and contributes to different cultures and their ways of life.

Each series of lessons are planned to include the development of the key skills; 'investigating and exploring' and 'drawing and painting,' which are used when exploring the work of other artists, designers or craftspeople, as well as when developing and refining ideas. A technique 'strand' is then chosen; 3d modelling, printing or textiles, and children's mastery in these areas are developed over time through a clear skills progression for each year group. As children progress through the school, the emphasis will become more on facilitating their own chosen ways of working and on them becoming more independent learners.

Teachers encourage and support all children to take risks, express themselves and have ownership of their work; each individual's achievements are recognised and celebrated. Children are encouraged to think critically and be reflective at each stage of the process and their 'learning journey', as well as their final outcomes, are recorded in their learning journal.

Impact

Our aim at St Peter's is to develop a real enjoyment of art and design throughout the school and an understanding of its wider use in our World today. We aim to equip children with the knowledge and skills to enable them to 'Reach for the Sky' and follow their future aspirations and as lifelong learners.



As a learner:

- Children will gain the confidence and skills to experiment, explore, evaluate and develop their own ideas.
- They will have the critical and reflective skills to enable them to both express their own opinions to help develop their work and the work of others.
- They will have high expectations of themselves and show the resilience and perseverance to achieve their goal.
- They will also have an understanding of the avenues for employment art and design offers which they may aspire to follow in the future.

As a member of society:

- Children will become creative thinkers and have the ability to look at things from different viewpoints, expressing their own opinions without de-valuing others.
- They will recognise and celebrate what makes them individual, accepting the differences and valuing the contribution of others.

As a school:

- We will value and celebrate everyone's contributions, recognising individual efforts and achievements.
- Children will feel comfortable to experiment and take risks and this leads to more creative outcomes and a deeper understanding of a wide range of artistic skills and techniques.



Design & Technology

Intent

At St Peter's Primary Academy, our main aim is to deliver a Design and Technology curriculum that develops children's creativity and imagination in a way that is engaging, inspiring and motivating to our young learners. We encourage children to investigate, question and be inventive with their own design creations but also to be reflective and critical thinkers in order to develop their design work further. Children will explore the way in which the work of famous inventors, designers, engineers, chefs and manufacturers have impacted on the development of product design and function, which will help them to understand the significance of the role that Design and Technology plays in our world today. Our goal is for children to become confident and proficient in a variety of skills by following the process of 'design, make, evaluate', which will lead them towards becoming more independent and creative learners.

Implementation

At St Peter's, our Design and Technology curriculum is underpinned by the aims of the National Curriculum and designed to work alongside the theme being covered during each half term. This enables children to get a real world understanding of how Design and Technology plays a role on the products and technology we use in our everyday lives. These skills are delivered through a 2-year curriculum which is divided into Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, in order to ensure that a secure understanding of skills are learnt during children's progression through school. Each series of lessons are planned to include the development of the key skills; design, make, evaluate which are used when exploring the work of other inventors, designers, engineers, chefs and manufacturers as well as when developing and refining their own ideas. A technique 'strand' is then chosen; axles, pulleys and gears, electrical and mechanical components, food technology, mechanisms, structures and textiles. Children's mastery in these areas are developed over time through a clear skills progression for each year group. As children progress through the school, the emphasis will become more on facilitating children's own chosen ways of designing and making, and as a result them becoming more independent learners.

Teachers encourage and support all children to take risks, express themselves and have ownership of their work; each individual's achievements are recognised and celebrated. Children are encouraged to think critically and be reflective at each stage of the process and their 'learning journey', as well as their final outcomes, are recorded in their learning journal.



Impact

Our aim at St Peter's is to develop a genuine passion for Design and Technology throughout a child's journey through school and an understanding of its wider use in our world today. We strive to equip children with the knowledge and skills to enable them to 'Reach for the Sky' and follow their future aspirations and as lifelong learners.

As a learner:

- Children will gain the confidence and skills to experiment, explore, evaluate and develop their own ideas.
- They will have the critical and reflective skills to enable them to both express their own opinions to help develop their work and the work of others.
- They will have high expectations of themselves and show the resilience and perseverance to achieve their goal, adapting their designs and applications through testing and trials.
- They will have an understanding of the avenues for employment that Design and Technology offers, which they may aspire to follow in the future.

As a member of society:

- Children will become creative thinkers and have the ability to look at things from different viewpoints, expressing their own opinions without de-valuing others.
- They will recognise and celebrate what makes them individual, accepting the differences and valuing the contribution of others.

As a school:

- We will value and celebrate everyone's contributions, recognising individual efforts and achievements.
- Children will feel comfortable to experiment and take risks and this leads to more creative outcomes and a deeper understanding of a wide range of skills and techniques across the Design Technology stands.



Physical Education

Intent

Here at St Peter's Primary Academy we believe that Physical Education is an essential part of our broad and balanced curriculum. Physical activity not only contributes to a child's physical development and growth, but also inspires them to succeed. It promotes a positive self-image which can benefit emotional development and mental well-being. We aspire to provide our pupils with a safe and encouraging learning environment where they can investigate ways of controlling their bodies and use thinking skills to develop the proficiencies required to meet their individual potential. Children will be given opportunities to take part in competitive sport but will also be able to access a curriculum which encourages self-awareness and reflection. We believe it important to instill a sense of fair play in our pupils and encourage them to support their class and teammates, both in P.E. lessons and during sports clubs and competition.

Implementation

To ensure a high standard of P.E. at St. Peter's Primary Academy we provide challenging and enjoyable learning experiences through a range of sporting units, which include invasion games, net & wall games, striking and fielding games, gymnastics, dance and outdoor & adventurous activities. The long-term plan uses these units to ensure that children build on their skills year on year and that the requirements of the National Curriculum are fully met. Using the long-term plan, teachers are able to plan opportunities for children to develop new sporting skills, life skills and discover a wide range of sports. Lessons are practical, progressive and differentiated; providing challenge whilst meeting the needs of all. Pupils participate in two high quality P.E. lessons each week, 1 indoor and 1 outdoor (weather permitting). In the event of inclement weather, children participate in suitable, classroom based PE activities. In addition, children are encouraged to participate in a varied range of extra-curricular activities. Lunchtime and after school sports clubs are available throughout the week, giving children the chance to try something new, or develop their skills further. Children at St. Peter's can represent their school at competitive sporting events within the local area. These events are very much enjoyed by the children, develop teamwork, leadership skills, and give children a sense of pride in their school. Our long term P.E. coverage map can be found in the Curriculum appendices.

Impact

As a learner:

- Children are provided with the skills needed and opportunities to demonstrate improvement to achieve their personal best.
- Children learn to take responsibility for their own health and fitness.
- All pupils understand the values and importance of fair play and being a good sportsperson.



As a member of society:

- P.E. is taught as a basis for lifelong learning. It is our hope that children enjoy P.E. and develop a love of sport, and physical activity, that they will carry with them throughout their lives.
- Opportunities to participate in both competitive and non-competitive sporting activities build character and help to embed values such as teamwork, fairness and respect, which can be applied to all areas of life.
- We encourage children to utilise these underpinning skills and values independently and successfully in order to live happy and healthy lives.

As a school:

- We aspire to provide a curriculum, which promotes the wellbeing and fitness of all children at St. Peter's Primary Academy, not only through the sporting skills taught, but also through the underpinning values, and disciplines of P.E.
- Being physically active can benefit both the body and mind. When pupils engage in physical activity throughout the day it has a positive impact on their learning in the classroom.



Religious studies

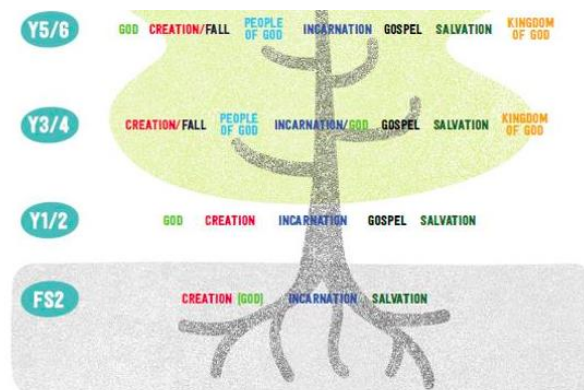
Intent

At St. Peter's Primary Academy, we believe it is important for all our pupils to learn about religion, so that they can understand the world around them. The aim of Religious Education in our school is to give pupils valuable insights into the diverse beliefs and opinions held by people today and to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain. We strive to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote not only their own personal development, but also supporting an understanding of the spiritual, moral, social and cultural questions that arise again and again in their lives.

Implementation

R.E. at St. Peter's is underpinned by the Staffordshire Agreed Syllabus. Our R.E. teaching is informed by two different teaching schemes: Understanding Christianity and Discovery R.E. By using these schemes alongside each other, we are ensuring children are given the opportunity to become religiously literate.

Understanding Christianity is based upon seven core Christian concepts. Children will explore the different concepts in a range of inspiring activities as they move through the school, starting in Foundation Stage and developing a great depth of understanding by the time they reach Year 6:



Understanding Christianity believes that not only should children show an understanding of the religious text and teachings but they should also demonstrate a deepened and more thoughtful approach to their learning and how this influences day-to-day life. Therefore is based upon a three-step enquiry model of teaching.





Discovery R.E. is used alongside Understanding Christianity to ensure that children are given opportunities to explore a wide range of different religions throughout their time in Primary School. It is through using these two schemes alongside each other that we are providing children with a holistic and balanced RE curriculum. We use a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of reflection. Our long term R.E. coverage map can be found in the Curriculum appendices.

Impact

Our aim at St. Peter's is that all children enjoy learning about different religions and beliefs and why people may choose to follow/ observe them.

As a learner:

- They will be able to make connections and links between their own lives and those from their community as well as the wider world.
- They will understand viewpoints of others and be able to adjust their own thinking in the light of others' opinions.

As a member of society:

- We aim that they will have knowledge and understanding of Christianity and other principal world religions.
- We hope that they will be able to develop respect, understanding and tolerance of different religions through exploring issues with and between faiths.

As a school:

- We strive that they will be able to ask and respond to challenging questions about the world around them and aim to offer opportunities for personal reflection and spiritual development.
- We also seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.



PSHE

Intent

At St. Peter's Primary Academy, we know it is important that our children develop an understanding of the world around them, the complexities this involves and how they can contribute to and deal with issues around the globe. The teaching of PSHE aims to support children with developing social skills, growing an emotional literacy, enabling mental health and nurturing children's positive relationships with themselves and others. By taking this whole-school approach to the teaching of personal, social and health education, we are not only supporting them with developing to be well-rounded, accepting, healthy people but also to breaking down possible barriers to their learning in an enjoyable way.

Implementation

Teaching of PSHE at St. Peter's Primary Academy is underpinned and supported by JIGSAW: a mindful approach to PSHE. Our PSHE teaching follows, for each year group, a weekly lesson with a focus on a different theme for each half term. These themes include being me in my world, celebrating difference, dreams and goals, healthy me, relationships and changing me. Each year these themes are built upon and developed to deliver age-appropriate learning that allows for opportunities for discussion, mindfulness and enquiry in a range of formats. Within these weekly lessons, children are provided with a safe learning environment where they agree to, and are part of, trusting relationships between adults and children alike where 'ground rules' are established such as respecting everyone's opinions, having a right to pass, following confidentiality and turn taking.

Impact

As a learner:

- We strive to teach children about democracy, rule of law, tolerance of a range of faiths and beliefs, diversity, mutual respect and how to process their emotions, thoughts and feelings around these issues.
- We seek to understand and share our human experience with others to help make better sense of the world around us.
- Our pupils will have a secure grasp of issues affecting their personal, spiritual, moral and cultural development, helping them formulate their own views and knowing how to express themselves safely and effectively.

As a member of society:

- We hope that children will have been equipped with strategies to cope with a range of scenarios and issues they may face in their lives and in their futures.



-
- Children should grow with the knowledge and understanding of how to take care of both themselves and others and because of this will be happy and responsible citizens of the world.

As a school:

- We strive to provide children with opportunities to discuss, challenge and explore their viewpoints, and the opinions of others, on topics which may affect them within their lifetimes.
- We seek to ensure that all pupils are provided with an understanding on the ever-changing challenges and responsibilities that the world presents and how best to adapt and thrive within these.
- We will provide children with a safe, open and supportive environment to foster safe, ready and respectful views and behavior to help them thrive in our modern world.



Music

Intent

At St Peter's our music curriculum aims to inspire children's creativity and love of music and sound. Through exploring and playing music, our curriculum will give children the opportunity to explore how sound can be made and put together in different ways. Our music teaching gives children an understanding and appreciation of musical terms, such as tempo, timbre, dynamics, rhythm and pitch and the opportunity to combine these skills in composition and performance using a range of instruments.

Through teaching music, children will have the opportunity to listen to and discuss a variety of styles and genres. By listening to different styles of music, children will build an understanding of discussing different types and gives reasons for their opinions and choices. As children move through school, they will be given the opportunity to play and explore different instruments, looking at how different sounds are made and heard. This will relate to exploring and appreciating different historical periods and genres. Through whole class teaching, children will learn about the importance of collaboration and ensemble in music.

Implementation

Through music lessons, performances and classroom learning, children will be given the opportunity to sing and perform different songs, relating to both their musical taste and songs with a purpose of performance in different contexts. Singing will also relate to the school's Christian ethos where they can sing and perform religious songs as part of collective worship. Through singing teaching, children will be taught about timbre and tone. The songs and music used will vary in the time period it was composed and the genre it was made. This will enable children to discuss different time periods and genres of music, giving them the opportunity to develop preferences and understand reasons for these preferences.

Through the use of different instruments and songs, children will learn about different sounds can be made. Initially this will give the opportunity to discuss how different instruments and materials make different sounds before leading to an understanding of why we use different sounds and discussing purpose. Playing different instruments will also build an understanding and appreciation of the different elements of music such as timing, beat, tempo, dynamics, rhythm and timbre, as well as being able to look at how this changes a piece of music or song.

In upper key stage two, children will be introduced to traditional music notation, note values, pitch names and time signatures. This will be applied into practical performances and use of instruments before children have the opportunity to compose short simple pieces of their own. Within this teaching, children will continue to build on knowledge of timing, timbre, dynamics, balance, rhythm and tempo, considering how these techniques can change performances and compositions.



Impact

As a learner:

Impact of music teaching at St Peter's will be demonstrated through children's ability to listen to and discuss music and their likes and dislikes. This will develop in complexity as children move through the school through their appreciation of genre and discussing the elements of the music that make it likeable and the feelings it creates.

Music teaching at St Peter's will develop children's confidence in performing and their ability to try and use different instruments. In the Early Years and Key Stage One, children will use instruments to discuss the sound made and why different materials make different sounds. This will build into them making choices of instruments used for purpose and appreciate the different situations sound will be needed for. As children move into upper KS2, they will be able to choose instruments to fit the purpose of their composition.

In years 4, 5 and 6 music teaching will use ensemble performances to build children's musical knowledge. This will also develop their ability to work as a team and co-operate in shared performances. Ensemble performances will also be assessed externally through the London College of Music where children will be given a grading for their ensemble equivalent to GCSE by Year 6 (LCM level 3). Listening and composing music at St Peter's will lead into KS3 music curriculum where children will be learning about composing for different audiences and purposes.

As a member of society:

Music teaching will develop children who understand the importance of co-operation and working together through shared performance. This will build skills of speaking, listening and compromise which will enable strong team work. Through listening and discussing music, children will build an appreciation for other people's work and talents, enabling them to give constructive feedback effectively. By listening to music, children will also understand the emotional benefits of songs and compositions, enabling them to understand and discuss their feelings.

As a school:

Music lessons will develop skills of collaboration and participation as children work on group products. These lessons will enable children to listen and speak about their shared goals and enable them to cooperate and take part in groups effectively. Music teaching will develop confident children who are able to use their skills in different ways including performances in school and to support community events, such as taking part in Christmas light events in the town or visiting local residential homes to sing for residents. Music within collective worship will also develop children with a strong spiritual identity which is underpinned by the academy's Christian ethos.



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Appendix 1:

CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	



Appendix 2:



Overview Years F1/2 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1/2	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism

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1	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
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There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?

2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
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Overview Years F1/2 to Year 6


3	Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism *Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism *Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism *Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism
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Optional Islam enquiries

There are 3 Islam enquiries for Years 3/4 available on the Discovery RE Community Area (Resources Tab):

- How special is Allah to Muslims?
- How important is the Prophet Muhammad to Muslims?
- How does the Qur'an influence Muslims today?

4	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity 
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There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?





Overview Years F1/2 to Year 6

5	<p>*Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p> <p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>*Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p> <p>*Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p> <p>*Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p>
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There is an additional optional Christianity enquiry at the end of the Year 5 section: Does belief in the Trinity help Christians make better sense of God as a whole?

6	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p>	<p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i></p>
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There is an additional optional Christianity enquiry at the end of the Year 6 section: How did Jesus create a 'New Covenant' and what does that mean to Christians today?



Appendix 3:

How does Discovery RE support the promotion of British Values?

Specific links between British Values and Discovery RE by Key Stage:

Please note for "Rule of Law", ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As the whole point of any RE curriculum is to promote tolerance of those of different faiths and beliefs and mutual respect, these values are ticked throughout.

Because this is a detailed scheme of work (medium term planning), not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

EYFS

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
What makes people special?	Christianity /Judaism		✓ (10 commandments)	✓	✓	✓
What is Christmas?	Christianity				✓	✓
How do people celebrate?	Hinduism			✓	✓	✓
What is Easter?	Christianity	✓	✓		✓	✓
What can we learn from stories?	Buddhism Christianity Sikhism Islam Hinduism			✓	✓	✓
What makes places special?	Christianity Islam Judaism			✓	✓	✓

Key Stage 1



Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 1						
Does God want Christians to look after the world?	Christianity		✓ not to damage others' property /graffiti etc.		✓	✓
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity				✓	✓
Was it always easy for Jesus to show friendship?	Christianity			✓	✓	✓
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity	✓	✓ (Roman rule/ how to treat monarchy)		✓	✓
Is Shabbat important to Jewish children?	Judaism		✓ (Shabbat rules)	✓	✓	✓
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism			✓	✓	✓

		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 2						
Is it possible to be kind to everyone all of the time?	Christianity			✓	✓	✓
Why do Christians believe God gave Jesus to the world?	Christianity				✓	✓
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals help a Muslim in his/ her everyday life?	Judaism Islam		✓ (Passover rules)	✓	✓ ✓	✓ ✓
How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity		✓		✓	✓
How special is the relationship Jews have with God? OR Does going to a Mosque gives Muslims a sense of belonging?	Judaism Islam		✓ (The Covenant)	✓	✓ ✓	✓ ✓
What is the best way for a Jew to show commitment to God? OR Does completing Hajj make a person a better Muslim?	Judaism Islam		✓ (613 rules)	✓	✓ ✓	✓ ✓



Key Stage 2

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 3						
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? OR Does joining the Khalsa make a person a better Sikh?	Hinduism Sikhism		✓	✓ ✓	✓ ✓	✓ ✓
Has Christmas lost its true meaning?	Christianity				✓	✓
Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity				✓	✓
What is 'good' about Good Friday?	Christianity				✓	✓
How can Brahman be everywhere and in everything? OR Do Sikhs think it is important to share?	Hinduism Sikhism		✓ (Guru Granth Sahib – share with those in need)		✓ ✓	✓ ✓
Would visiting the River Ganges feel special to a non-Hindu? OR What is the best way for a Sikh to show commitment to God?	Hinduism Sikhism		✓ (Guru Granth Sahib)		✓ ✓	✓ ✓

		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 4						
How special is the relationship Jews have with God? OR Is it possible for everyone to be happy?	Judaism Buddhism		✓ (The Covenant/ Torah)	✓ ✓	✓ ✓	✓ ✓
What is the most significant part of the nativity story for Christians today?	Christianity				✓	✓
How important is it for Jewish people to do what God asks them to do? OR Can the Buddha's teachings make the world a better place?	Judaism Buddhism		✓ (kashrut/ UNCRC)	✓ ✓	✓ ✓	✓ ✓
Is forgiveness always possible for Christians?	Christianity		✓	✓ (Jesus willingly gave his up)	✓	✓
What is the best way for a Jew to show commitment to God? OR What is the best way for a Buddhist to lead a good life?	Judaism Buddhism		✓ (The Covenant/ Torah)	✓ ✓	✓ ✓	✓ ✓
Do people need to go to church to show they are Christians?	Christianity			✓	✓	✓



Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 5						
How far would a Sikh go for his/her religion? OR What is the best way for a Hindu to show commitment to God?	Sikhism Hinduism		✓ (Vedas) ✓	✓ (how much does a Sikh give up)	✓ ✓	✓ ✓
Is the Christmas story true?	Christianity				✓	✓
Are Sikh stories important today? OR How can Brahman be everywhere and in everything?	Sikhism Hinduism		✓ (Guru Granth Sahib)		✓	✓
How significant is it for Christians to believe God intended Jesus to die?	Christianity				✓	✓
What is the best way for a Sikh to show commitment to God? OR Do beliefs in karma, samsara and moksha help Hindus lead good lives?	Sikhism Hinduism		✓ (Guru Granth Sahib) ✓ Bhagavad Gita/ Upanishads		✓ ✓	✓ ✓
What is the best way for a Christian to show commitment to God?	Christianity		✓ (10 commandments)	✓ e.g. Martin Luther King	✓	✓

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 6						
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
What is the best way for a Muslim to show commitment to God?	Islam		✓ (5 pillars)	✓	✓	✓
How significant is it that Mary was Jesus' mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity	✓ (class vote)		✓ (her choice)	✓	✓
Is anything ever eternal?	Christianity				✓	✓
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity	✓	✓	✓	✓	✓
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam	✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓



Additional Optional Enquiries		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 1 - Chanukah Does celebrating Chanukah make Jewish children feel closer to God?	Christianity	✓	✓	✓	✓	✓
Year 4 - The Gospels: Why are there four gospels and how are they relevant to Christians today?	Christianity			✓	✓	✓
Year 5 - The Trinity Does a belief in the Trinity help Christians make better sense of God as a whole?	Christianity			✓	✓	✓
Year 6 - The Covenant How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Christianity	✓	✓	✓	✓	✓

Appendix 4:



Jigsaw PSHE 3 -11 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 5: Links between British Values & PSHE

Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓



Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓



Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓

Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓



Appendix 6: PE Curriculum Map

	<u>Autumn 1</u>		<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	IN	Gym- Balance and Agility	Dance the UK- celebrations	Gym- 'jump' into the past	Dance Animals- jungle	Dance Fictional Characters- traditional tales	Gym- position and direction
	O	Balance and Control – Striking (Net games)	Ball control (Invasion)	Creative play (Outdoor adventure)	Throwing and catching (Invasion)	Running and Jumping (Athletics)	Partner games (Striking and fielding)
<u>Year 2</u>	IN	Gym- Balance and coordination	Dance the UK- traditional dances	Gym- Famous people	Dance Fictional characters- Pirates	Dance Animals- dangerous	Gym- 2D and 3D shapes
	O	Striking for accuracy (Net games)	Sending and receiving (Invasion)	Rule Making (Outdoor Adventure)	Kicking and dribbling (Invasion)	Movements (Athletics)	Group Games (Striking and Fielding)

Year 3	IN	Gym- Jumping Splashing Rivers	Dance History - Ancient Egypt	Gym- Symmetrical shapes	Dance Style- Bollywood	Dance Science- Magnets	Gym- Travelling Romans
	O	Over the Net (Net Games)	Passing for Possession (Invasion- Basketball and Football)	Thinking Aloud (Outdoor Adventure)	Dribbling to invade (invasion- Hockey and Football)	Being an Athlete (Athletics)	Striking and Exploring (Striking and Fielding)
Year 4	IN	Gym- Perfecting Sequencing 'The Water Cycle'	Dance History- The Romans	Gym- The symmetrical Stone Age	Dance Style- Charleston	Dance Science- Electricity	Gym- What's My direction
	O	Returning (Net games- Tennis and Volleyball)	Passing and Moving (Invasion- Netball and Basketball)	Decisions (Outdoor Adventure)	Dribbling, Movement and Teamwork (Invasion- Hockey and Football)	Record Breaking (Athletics)	Fielding (Striking and Fielding)



<u>Year 5</u>	IN	Gym- Abstract Angles	Free Dance	Gym- Travelling and Turning 'Earthquakes'	Dance Style- Rock n' Roll	Dance Science -Space	Gym- 'Viking' Balance
	O	Accuracy and Rallies (Net games)	Rules and Concepts (Invasion- Football and Netball)	Leadership (Outdoor Adventure)	Invasion in a team (Invasion- Hockey and Ball skills)	Olympic Training (Athletics)	Exploring (Striking and Fielding)
<u>Year 6</u>	IN	Gym- Travelling in WW2	Dance History- WW2	Gym- Complex Sequences Mountains	Dance Style- Street Dance	Dance Science- Materials	Gym- 'Perfecting' In which quadrant
	O	Net Games for Points (Net games)	Invasion to score (Invasion- Hockey and Football)	Finding Success (Outdoor Adventure)	Competitive (Invasion- Netball and Basketball)	Going for Gold (Athletics)	Teamwork (Striking and Fielding)

