

## ACADEMIC CURRICULUM

| STRAND     | SUBJECT   | CURRICULUM INTENT   | CONTENT SUMMARY   |
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| HUMANITIES | Geography | <p>To enrich pupils' learning experience by underpinning geographical themes with skills that are transferrable in their education and adult life.</p> <p>To study the “why of where.”</p> <p>To provide opportunities for pupils to learn about human and natural phenomena, and the interaction of both.</p> <p>To enable pupils to become observers and analysts of space, place, and environment on scales from the local to the global.</p> <p>To introduce pupils to a multifaceted discipline that bridges the social sciences, the humanities, and the physical sciences.</p> | <p>Map Features</p> <p>Four-Figure Grid References</p> <p>Six-Figure Grid References</p> <p>Ocean Currents</p> <p>Biomes and Climate Zones</p> <p>Tropical Rainforest Biome</p> <p>Temperate Deciduous Biome</p> <p>Desert Biome</p> <p>Tundra Biome</p> <p>Taiga Biome</p> <p>Grassland Biome</p> <p>Savannah Biome</p> <p>Marine Biome</p> <p>Freshwater Biome</p> <p>Ice Biome</p> <p>North America</p> <p>North America – Population</p> <p>North America – Rivers and Mountains</p> <p>South America</p> <p>South America – Population</p> <p>South America – Rivers and Mountains</p> |
|            | History   | <p>To enable pupils to gain a coherent knowledge and understanding of Britain’s past and that of the wider world.</p> <p>To inspire pupils’ curiosity to know more about the past.</p>  | <p><b>Autumn Term</b></p> <p><u>Ancient Greeks</u> - focus on Society, Culture and pastimes and Artefacts</p> <p><u>Ancient Greeks (Influence and impact)</u> - focus on Settlements, Culture and Pastimes and Society</p>  |



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|  | <p>To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>To help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> | <p><u>Ancient Greeks (Myths and Legends)</u> - focus on Beliefs, Culture and Pastimes and Artefacts</p> <p><u>Ancient Greeks (Clues from the past)</u> - focus on Location, Settlements, Culture and Pastimes and Artefacts</p> <p><u>Alexander the Great</u> - focus on Location, Conflict and Settlements</p> <p><u>Early Islamic Civilisations (Baghdad)</u> - focus on Society, Beliefs and Culture and pastimes</p> <p><u>Early Islamic Civilisations (Traders)</u> - Location, Food and farming and Travel and exploration</p> <p><b>Spring Term</b></p> <p><u>Explorers</u> - focus on Travel and exploration and Society</p> <p><u>The Aztecs (Builders and Makers)</u>- focus on Location, Food and farming, Beliefs, Settlements and Culture and pastimes</p> <p><u>The Tudors</u> - focus on Culture and pastimes, Beliefs and Conflict</p> <p><u>Tudor Monarchs</u> - focus on Society, Conflict and Beliefs</p> <p><u>Tudor Entertainment and Exploration</u> - focus on Culture and pastimes, Travel and exploration and Artefacts</p> <p><b>Summer Term</b></p> <p><u>Victorians (Innovation and Industry)</u> - focus on Society, Culture and pastimes and Settlements</p> <p><u>Victorians (Exploration and Empire)</u> - focus on Location and Travel and exploration</p> <p><u>Second World War (Weapons)</u> - focus on Location and Conflict</p> <p><u>Second World War (Impact)</u> - focus on Location, Society and Conflict</p> <p><u>Local History (School and Quakers)</u> - local study</p> |
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|  | RS | <p>To enable learners to respond to a global landscape of religious belief and diversity.</p> <p>To help our children and young people to hold balanced and well informed conversations about religion and belief.</p> <p>To engender an interest in exploring, understanding and showing respect for different faiths and cultural diversity.</p> <p>To develop a knowledge and acceptance of religions and worldviews.</p> <p>To examine theology, philosophy and social science within a historical context.</p> <p>To foster the ability to “disagree agreeably”.</p> | <p>Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions, and apply this to considering ways in which religions are similar to and different from each other. In Year 6 they will be looking at both the Christian and Muslim faiths.</p> <p>Why do people have ceremonies and use rituals in their lives?</p> <p>What do the gospels tell us about the birth of Jesus?</p> <p>Why do the accounts differ?</p> <p>Why should people with a religious faith care about the environment?</p> <p>Why are Good Friday and Easter Day the most important days for Christians?</p> <p>What is the Qur’an and why is it important to Muslims?</p> <p>How do Muslims express their beliefs?</p> <p>What can we find out about the 5 Pillars?</p> |
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| LANGUAGES AND LITERATURE | English | <p>To instil a life-long love and enthusiasm for reading, writing and the spoken word.</p> <p>To promote an appreciation for the art of effective and eloquent communication.</p> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· Writes legibly, fluently and with increasing speed.</li> <li>· Spells words including the year 6 spelling rules and with silent letters.</li> <li>· Uses a dictionary and thesaurus.</li> <li>· Writing in role as characters from Journey to the River Sea by Eva Ibbotson.</li> </ul> |



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|  |  | <p>To recognise the value of words above everything and develop a culture of word-consciousness where students are able to use vocabulary effectively.</p> <p>To deliver creative, engaging and innovative lessons which develop curiosity and confidence in writing, reading and oral communication skills.</p> <p>To enable pupils to work independently and as part of a community, supporting one another in their learning journey.</p> <p>To nurture imagination and creativity within our pupils, allowing them to explore their own love and curiosity for language and literature.</p> | <ul style="list-style-type: none"> <li>· Writing motivational speeches to inspire a crew of explorers travelling to Antarctica.</li> <li>· Diary entries inspired by Goodnight Mister Tom by Michelle Magorian.</li> <li>· Newspaper reports and persuasive writing about The Second World War.</li> <li>· Alternative endings to Pax by Sara Pennypacker.</li> <li>· Writing in role as Zoe from Floodland by Marcus Sedgwick.</li> <li>· Poetry inspired by The Highwayman by Alfred Noyes.</li> </ul> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>· Can classify words into their different categories.</li> <li>· Uses an increasingly diverse range of vocabulary inspired by books they have read.</li> <li>· Understands what components create a variety of different sentence structures.</li> <li>· Uses the following punctuation with accuracy and for desired effect: capital letters, full stops, commas, apostrophes, ellipsis, exclamation marks, question marks, hyphens, brackets, dashes, semi colons and colons.</li> <li>· Writes in a variety of different tenses accurately and with intended effect.</li> <li>· Uses a variety of different types of clauses to add diversity to writing.</li> <li>· Identifies and uses different sentence structures.</li> <li>· Identifies and uses the passive and active voice.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>· Understands new words by applying knowledge of etymology and morphology.</li> </ul> |
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|       |  |   | <ul style="list-style-type: none"> <li>· Reads statutory word lists with confidence.</li> <li>· Uses dictionaries and thesauruses confidently.</li> <li>· Reads and discusses a variety of different books and texts.</li> <li>· Performs poetry and scripts.</li> <li>· Discusses texts including the following: asking questions to improve understanding, inference and prediction, summarising, identifying how language, structure and presentation contribute to meaning.</li> <li>· Can retrieve and record information from what has been read.</li> <li>· Recommends books based on own opinions.</li> <li>· Reads a wide range of different styles and genres.</li> </ul> <p>Due to previous school closure, extra time has been dedicated to reinforcing spelling rules and their application. Additionally, extra focus is dedicated this academic year to embed new grammar scheme.</p> |
| Latin |  | <p>To foster a love of language and curiosity about the wider world.</p> <p>To support our pupils in developing a rich vocabulary which allows them to express themselves confidently</p> <p>To develop a deeper understanding of the grammatical structures of languages.</p> <p>To enhance our pupils' cultural capital and in so doing their social and academic confidence.</p> <p>To improve our understanding of other cultures, and thereby of our own</p> | <p><b>Autumn Term</b></p> <p>Roman Gods- pupils will look at the different Roman Gods that the Junior school classes are named after.</p> <p>Vindolanda- pupils will learn about the Roman settlement in the North East and understand the Roman history of the local area.</p> <p>Greetings- masculine and feminine.</p> <p>Numbers- 0-20.</p> <p>Family members- immediate and extended family.</p> <p>The home- rooms and objects.</p> <p>Animals- pets, farm and zoo.</p> <p>Colours- using colours to describe animals and objects.</p> <p>Saturnalia- winter festival</p> <p><b>Spring Term</b></p>  |



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|  |  | To give our brains a workout! | <p>Life in the ancient world- history of local area and life in Roman times.</p> <p>Jobs- careers and jobs around the home.</p> <p>Everyday tasks- cooking, cleaning, writing etc.</p> <p>School- lessons and equipment.</p> <p>Roman writing- exploring tools used. Practicing writing in Latin.</p> <p>Feelings and emotions- thoughts and feelings towards school and tasks.</p> <p><b>Summer Term</b></p> <p>Romans in Britain- what they brought to Britain, Latin route words.</p> <p>Actions- what someone is doing or how they are doing it.</p> <p>Locations- local and UK.</p> <p>Travel- types of travel and the journey.</p> <p>Going to the town-things that can be purchased and describing the town and items.</p> <p>Shopping- grammar check and looking at items purchased.</p> |
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| STRAND | SUBJECT   | CURRICULUM INTENT  | CONTENT SUMMARY   |
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| STEM   | Computing | <p>To prepare our pupils for an ever changing work climate.</p> <p>To educate our pupils to become good digital citizens.</p> <p>To provide our pupils with creative opportunities to represent their ideas in different forms</p> | <p>Online safety</p> <p>Scratch animated stories</p> <p>Film making</p> <p>Spreadsheets</p> <p>Kodu Programming</p> <p>Using and Applying</p>                 |
|        | Maths     | To enable pupils to develop and apply problem solving skills, encouraging a resilient and enthusiastic attitude towards challenge.   | <p>Place value within 10,000,000</p> <p>Addition, Subtraction, Multiplication and Division</p> <p>Fractions</p> <p>Position and direction</p> <p>Decimals</p> |



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|         |  | <p>To encourage pupils to develop their mathematical thinking through a curriculum that develops a deeper understanding as a result of its mastery approach.</p> <p>To inspire an enjoyment in and appreciation of the beauty of mathematics and its appearance in everyday life as well as the impact the skills developed can have</p>  | <p>Percentages<br/>Algebra<br/>Imperial and metric measures<br/>Perimeter, area, volume<br/>Ratio and proportion<br/>Problem solving<br/>Statistics</p> <p>Adaptations to provide catch up for Covid-19 – extra time added to 'Nifty 50' times tables practice. Units missed/completed over home learning to be given extra time when covered in Year 6- properties of shapes, position and direction, converting units, volume and capacity. Time added in to cover decimals.</p>  |
| Science |  | <p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p> | <p><b>Biology</b><br/>Evolution and inheritance</p> <ul style="list-style-type: none"> <li>• Look at resemblance in offspring.</li> <li>• Look at changes in animals over time.</li> <li>• Look at adaptation to environments.</li> <li>• Look at differences in offspring.</li> <li>• Look at adaptation and evolution.</li> <li>• Look at changes to the human skeleton over time.</li> </ul> <p>Animals and humans</p> <ul style="list-style-type: none"> <li>• Look at the human circulatory system.</li> </ul> <p>Living things</p> <ul style="list-style-type: none"> <li>• Look at the life cycle of animals and plants.</li> <li>• Look at the classification of plants, animals and micro-organisms.</li> <li>• Look at reproduction in plants and animals, and human growth and changes.</li> <li>• Look at the effect of diet, exercise and drugs.</li> </ul> <p><b>Chemistry</b><br/>Materials.</p> <ul style="list-style-type: none"> <li>• Look at solubility and recovering dissolved substances.</li> <li>• Separate mixtures.</li> </ul> |



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|  |  |  | <ul style="list-style-type: none"> <li>• Examine changes to materials that create new materials that are usually not reversible.</li> </ul> <p><b>Physics</b></p> <p>Light</p> <ul style="list-style-type: none"> <li>• Explain how light appears to travel in straight lines and how this affects seeing and shadows.</li> </ul> <p>Sound</p> <ul style="list-style-type: none"> <li>• Look at sources, vibration, volume and pitch.</li> </ul> <p>Electricity</p> <ul style="list-style-type: none"> <li>• Look at appliances, circuits, lamps, switches, insulators and conductors.</li> <li>• Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</li> </ul> <p>Forces and magnets</p> <ul style="list-style-type: none"> <li>• Look at the effect of gravity and drag forces.</li> <li>• Look at the transference of forces in gears, pulleys, levers and springs.</li> </ul> <p>Earth and space</p> <ul style="list-style-type: none"> <li>• Explain day and night.</li> </ul> |
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| PRACTICAL AND PERFORMANCE | Art     | <p>To foster a love and appreciation for art, craft and design.</p> <p>To enable pupils to interpret the world around them and the numerous images that they will encounter every day.</p> <p>To develop pupils' artistic skills in a range of media.</p> <p>To prepare pupils to achieve success in external examinations.</p> <p>To develop in our pupils transferable skills which prepare them for the world of work.</p> | <p><b>Autumn Term</b></p> <p>Dali – A study of Surrealism</p> <p>Warhol – The explosion of Pop art</p> <p>Matisse – Exploring Expressionism</p> <p>Amazed by architecture</p> <p><b>Spring Term</b></p> <p>Rodin – The Power of Love</p> <p>Boccioni – Futurism</p> <p>Kimbo – Cultural Tradition in Art</p> |



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|  |                   |  | <p><b>Summer Term</b><br/>Mondrian – Art and Fashion<br/>Durer – Art of Anatomy<br/>Nash – Capturing Conflict</p>  |
|  | Design Technology | <p>To build and develop learning which results in the acquisition of knowledge and mastering practical skills.</p> <p>To encourage pupils to use their creativity and imagination, to design, make, evaluate and improve products that solve real and relevant problems.</p> <p>To give pupils opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness.</p> <p>To encourage pupils to become innovators and risk takers, taking inspiration from design, past and present.</p> | <p><b>Autumn Term</b><br/>Food: Hygiene and Storage – test different methods of storage<br/>Take inspiration from design throughout History: Bag<br/>To design, make, evaluate and improve: Bag<br/>Materials/Textiles: Create own bag<br/>Computing: Design Christmas Decoration<br/>To design, make, evaluate and improve: Christmas Decoration</p> <p><b>Spring Term</b><br/>Take Inspiration form design throughout History:<br/>Mechanical car<br/>Materials: Mechanical Car<br/>Mechanics: Mechanical Car<br/>Textiles: Mechanical Car<br/>Construction: Mechanical Car<br/>Electrics and Electronics: Mechanical Car<br/>Construction: Mechanical Car</p> <p><b>Summer Term</b><br/>To design, make, evaluate and improve: Survival items e.g. hand warmers<br/>Materials: Survival items<br/>Textiles: Survival items<br/>Construction: Survival items<br/>Food: Great Biscuit Bake Off – compare recipes and successes.</p> |



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|  | <p>Music</p> | <p>To make a unique contribution to the learning of pupils at Polam Hall School.</p> <p>To give pupils access to a wide range of practical activities which enables them to progress with their musical skills and knowledge whilst building their confidence as individuals.</p> <p>To teach pupils the styles, genres and traditions involved in music making through a varied programme of study upholding the expressed aims of the National Curriculum.</p> | <p><b>Musical Skills:</b> To continue building on concepts of the ingredients of music introduced in Y5 with improved understanding: Tempo, Rhythm, Pulse, Melody, Pitch, Dynamics and Texture. Performance and ensemble skills are developed through continuing to learn to play Ukuleles and ensemble singing.</p> <p><b>Musical Knowledge:</b> To continue improving accuracy and fluency with C, F and G and also introduce the chords of Em, Dm and Am. Tabulation is used for chord symbols and pupils are taught to decipher these to be able to play a range of chords. The concept of Time-Signatures and beats in a bar are developed further throughout the year. Different genres of music are explored through performance. Pieces are learnt in the following styles: Folk Music of the British Isles and America, Christmas Music, Punk, Rock, 80s Music, Nursery Rhymes and Spirituals.</p>            |
|  | <p>PE</p>    | <p>To offer a broad range of physical activities and sports to stretch and inspire all pupils to their highest possible levels of performance.</p> <p>To establish self-esteem through the development of physical confidence and competence.</p> <p>To offer competitive sports at a range of levels.</p> <p>To stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.</p>                                    | <p><b>Target:</b> to hit a variety of targets using different throwing techniques, adjusting, and explaining technique to suit; to vary force depending on the position of the target; to identify strengths and areas of development.</p> <p><b>Tag:</b> to demonstrate the ready position; to demonstrate effective positioning; to accelerate quickly from stationary to running at speed; to chase someone to tag them; to demonstrate dodging to evade a chasing player; to explain which strategies are effective.</p> <p><b>Striking and Fielding:</b> to strike a ball effectively different directions with varying amounts of force; to combine hitting and running immediately; to catch a ball and throw immediately; to throw a ball accurately at a target; to throw a ball overarm; to perform with fluency; to make decisions quickly; to explain a strategy within a game; to identify strengths.</p> |



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|  |  |  | <p><b>Net and Wall:</b> to strike a ball in different directions with varying degrees of force; to catch a rebound after one bounce from a variety of distances; to strike a ball with a variety of equipment; to try and maintain a rally; to aim at targets at varying distances and heights; to demonstrate good sportsmanship; to identify areas of weakness to improve performance.</p> <p><b>Invasion:</b> to dodge effectively and efficiently; to pass and move within a team; to demonstrate a clear understanding of attacking and defending rules; to demonstrate an effective technique in a variety of throwing skills; to think about the best tactic to use depending on where teammates and opponents are; to understand what makes a good referee; to think about how to increase the difficulty of games; to evaluate performance.</p> <p><b>Gymnastics:</b> to demonstrate and perform a short routine using equipment with a partner; to perform a vault jump; to demonstrate a cartwheel; to compose a short sequence to include a range of balances; to identify strengths and areas of development.</p> <p><b>Dance:</b> to perform a traditional dance from other cultures; to perform a short dance from different eras; to use different levels and space; to use gestures to show thoughts and feelings; to evaluate performance.</p> <p><b>Sports Day Athletics:</b> to take part in a variety of events which include sprinting, jumping, and throwing activities; to compete competitively and aim to improve their techniques.</p> |
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**CONCORDIA CRESCIMUS CURRICULUM**

| STRAND                               | CURRICULUM INTENT   | CONTENT SUMMARY   |
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| <p><b>SPORT AND THE OUTDOORS</b></p> | <p>To develop skills of teamwork, responsibility and leadership through the experience of a range of sports and outdoor activities.</p> <p>To experience both winning and losing in order to develop resilience, sportsmanship, respect for others and for the rules of the game.</p> <p>To develop lifelong healthy lifestyle habits that improve self-esteem and positive mental and physical health.</p> | <p>Robinwood Outdoor Activities Residential Trip<br/>Sports' Day<br/>Play Time<br/>House games and competitions<br/>House Cross Country<br/>Inter-school fixtures, friendlies and school representation<br/>Netball<br/>Cross Country<br/>Tag Rugby<br/>Football League<br/>Indoor and Outdoor Athletics<br/>Dodgeball<br/>Swimming<br/>Orienteering<br/>Table tennis<br/>Rounders</p> <p><u>Activities Programme</u><br/>Forest School<br/>Gardening<br/>Boxercise<br/>Multisports</p> <p><u>Extra-Curricular Activities</u><br/>As published termly</p> |



| STRAND            | CURRICULUM INTENT   | CONTENT SUMMARY  |
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| <b>CREATIVITY</b> | <p>To develop the skills, confidence and imagination required to solve problems, take risks and innovate.</p> <p>To understand how creative fields, such as the arts, enhance our lives and how they inform our culture, heritage and British Values.</p> <p>To cultivate the ability to express oneself creatively in a range of fields.</p> | <p>House Art Competition<br/>House Creative Writing competition</p> <p><u>Activities Programme</u><br/>Art Appreciation<br/>Sewing<br/>Papercrafts</p> <p><u>Extra-Curricular Activities</u><br/>As published termly</p> |

| STRAND             | CURRICULUM INTENT  | CONTENT SUMMARY  |
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| <b>PERFORMANCE</b> | <p>To develop the confidence necessary to perform in front of an audience and appreciate the importance of constructive feedback in learning how to improve.</p> <p>To engage in creative collaboration, learning how to work as a team and the importance of individual contributions to a collective effort.</p> <p>To improve communication and language skills so that our pupils can communicate effectively with others with confidence.</p> | <p>Whole Class Assembly<br/>Whole year group assembly<br/>KS2 Production<br/>Hymn and Singing Practice<br/>Concerts</p> <p><u>Activities Programme</u><br/>Drama<br/>Debate and Discussion</p> <p><u>Extra-Curricular Activities</u><br/>As published termly</p> |

| STRAND | CURRICULUM INTENT | CONTENT SUMMARY |
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| <b>VOLUNTEERING AND MEMBERSHIP</b> | <p>To understand the moral imperative to serve others in order to promote a better and fairer society, developing a lifelong commitment to charity and service.</p> <p>To develop leadership skills and understand the importance of taking responsibility for others both as a leader and as a member of an organisation.</p> <p>To develop the resilience and the confidence to lead and to serve those who are in need.</p> | <p>School Council Representatives</p> <p>Helping Hands</p> <p>Reading Leaders</p> <p>CC Champions</p> <p>House Captains and Deputies</p> <p>hosting and guiding visitors</p> <p>Junior Prefect</p> <p>Sports Leaders</p> <p>Eco-Warriors</p> <p>Nursing Home Visits</p> |
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| STRAND               | CURRICULUM INTENT  | CONTENT SUMMARY  |
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| <b>WORLD OF WORK</b> | <p>To understand the world of work by experiencing a wide range of interactions with institutions and people from different careers.</p> <p>To develop an understanding of ones' own interests and aptitudes, how these could be used in the world of work and for this to lead to career planning which connects current endeavour in school to future outcomes.</p> <p>To develop high ambitions and expectations for the future, along with good career management and employability skills, influenced by independent careers advice and guidance.</p> | <p>Careers Week activities and assembly</p> <p>Durham Police Safety Carousel</p> <p>Go to Work Day</p> <p>Jigsaw PSHE Big Question: <i>How important is teamwork in the work place and the roles of team leaders to manage challenging situations?</i></p> |

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To develop the knowledge, skills and attributes needed to manage the critical opportunities, challenges and responsibilities that young people will face as they grow up and in adulthood.

To understand how to keep oneself safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media and to know how to keep oneself healthy, both emotionally and physically.

To prepare positively for life in modern Britain, promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

There is a whole school approach to teaching PSHE, SMSC and British Values at Polam Hall School and a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

The six Puzzles (units) are taught across the school and the learning deepens and broadens every year.

**Intended outcomes**

As a result of our PSHE programme of learning, pupils will:

- develop their knowledge and understanding of citizenship and economic wellbeing, rights and responsibilities, and aspects of law.

**Autumn 1: Being in my world**

***Focus word: identity***

**How does democracy benefit the school community?**

- 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

**Autumn 2: Celebrating difference**

***Focus word: tolerance***

**What are the consequences of prejudice and discrimination?**

- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying
- Inclusion/exclusion
- Differences as conflict, difference as celebration
- Empathy

**Spring 1: Healthy me - *mens sana in corpore sano* (a healthy mind in a healthy body)**

***Focus word: respect***

**What choices might you make to benefit your own health and wellbeing?**

- Taking personal responsibility
- How substances affect the body
- Exploitation, including 'county lines' and gang culture
- Emotional and mental health
- Managing stress



- understand the importance of healthy lifestyles and their physical and mental wellbeing, and develop skills and strategies to raise confidence and self-esteem
- know and understand the importance of staying safe
- be able to recognise the characteristics of healthy and unhealthy relationships
- understand why and how their body will develop and change as they grow up.

**Spring 2: Dreams and goals**

***Focus word: aspirations***

**How important is teamwork in the work-place and the roles of team leaders to manage challenging situations?**

- Personal learning goals, in and out of school
- Success criteria
- Emotions in success
- Making a difference in the world
- Motivation
- Recognising achievements
- Compliments

**Summer 1: Relationships**

***Focus word: integrity***

**Is mental health as important as physical health?**

- 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

**Summer 2: Changing me**

***Focus word: resilience***

**Why might mutual respect be important in relationships?**

- Self-image
- Body image
- Puberty and feelings
- Conception to birth
- reflections about change
- Physical attraction
- Respect and consent



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|  |  | <ul style="list-style-type: none"><li>• Boyfriends/girlfriends</li><li>• Sexting</li><li>• Transition</li></ul> |
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