

Curriculum Summary 2021-22



Our classes are organised as follows:

Class 1: Younger students, usually Years 5-7

Class 2: Older students, usually Years 7- 9

Both of these classes has a “base” teacher for English (literacy) and mathematics (numeracy), which are the first two lessons of most days. They will also have this teacher for other subjects, depending on the teacher’s specialisms. For the rest of the time the classes will move to other teachers for a range of subjects. The two nurture based classes spend the majority of the time with their class teacher:

Class 3 (Bridge): A nurture-based class for students of any age who need to develop the essential skills for learning.

Class 4: A class for students who manage better with a limited number of adults. These students are likely to have been out of education before coming to Chalk Hill.

Intervention: Identified students are given additional support one-to-one and in small groups away from their main class, to help them make accelerated progress in literacy and numeracy.

SEMH Intervention: Identified students are given weekly 1:1 sessions in Art Therapy, Drawing and Talking, emotional literacy and social skills when necessary.

Our curriculum is based on the National Curriculum and consists of:

- English
- Mathematics
- Science
- Art
- Computing
- Drama
- Emotional Literacy
- Food Technology
- French
- Geography
- History
- Music
- Physical Education (PE)
- HEROES (including Relationships and Sex Education)
- Religious Education (RE)
- Design Technology

In addition, Nurture based classrooms offer sessions in social skills, sensory and free play.

We have adapted our plans across the curriculum so that they include tasks and challenges that contribute to nationally recognised awards accredited by ASDAN. Boarding students also have the opportunity in residential time to earn additional points towards these qualifications.

Personal development lies at the heart of our work. All our students are either at risk of permanent exclusion from their mainstream schools, or have been excluded permanently. This is typically a consequence of behaviour resulting from their social, emotional and mental health needs. Most of our students have experienced difficulty, disturbance or trauma in their childhood. They frequently experience low self-esteem, often alongside conditions such as attachment disorder, ADHD and ASD, struggling to recognise and regulate their emotions and consequently their behaviour.

It is our purpose not only to ensure that our students make accelerated academic progress, making up for missed and disrupted learning, but also to equip them to become resilient, confident, responsible and respectful students and citizens, who understand and embrace fundamental British values, in particular the rule of law, mutual respect and tolerance.

This aim is supported by a number of elements of the curriculum outlined above, in particular HEROES (formerly PSHE and Emotional Literacy), one-to-one and small group SEMH Interventions and **extended learning opportunities**, in the form of:

- Horse riding for selected students
- Forest Schools
- Nurture sessions for all students
- Social skills and emotional literacy

Furthermore, staff are actively encouraged to exercise freedom and flexibility within their planned lessons, to respond to social and emotional issues as they arise.

In support of this all our staff have undertaken training in Restorative Justice, and Trauma Informed practice, with some colleagues undertaking the practitioner diploma in Trauma and Mental Health Informed Schools and Communities. Other staff have received training in order to extend further the range of SEMH interventions we offer.

For up to 12 students this offer is further enhanced by Monday to Friday residential provision, which builds on and develops the work done during the school day. Boarders can access a wide range of activities, the nature of which is based on their attitude and behaviour in school that day, in an environment which seeks to promote positive social and emotional development, build self-esteem, and teach appropriate behaviours. The residential team also plan and deliver additional interventions, such as workshops on managing anger, according to the needs of the boarders

Subject	English
Core Aims	<p>Our core aims are that students succeed in English and become proficient in reading, writing, speaking and listening and communication so that they can move on to the next stage of their education confidently.</p> <p>We aim to encourage good habits in communication, reading, writing, speaking and listening, while always keeping at the forefront that English is both rewarding and enjoyable. Students read daily, practice their individual spellings, aim to improve their handwriting skills and begin to write for a variety of reasons. For example, students write their own stories and articles', letters, diaries, adverts and reports. They develop an understanding of fiction and nonfiction styles of reading and writing. Underpinning this are explicit grammar lessons to support their understanding of how our language works and is constructed.</p> <p>When students join the school they are fully assessed in all areas of literacy. This allows for gaps in their knowledge and understanding to be addressed. Half termly and termly monitoring of progress and standardised assessments ensure students are working at the correct level for them to be challenged but still make progress. Individual support and personalised learning programmes support student development.</p>
Topics	<p>Literary and non-literary materials are used in equal measure. We aim to cover as many genres from as wide a time line as possible. This list provides an example of texts. Where possible links are made across the curriculum with History and Science and may therefore be subject to change.</p> <p>A Night to Remember Swallows and Amazons Peter Pan Alice in Wonderland Great Expectations Charles Dickens A Christmas Carol by Charles Dickens Poetry from around the world War Poetry Midsummer Night's Dream Romeo and Juliet Macbeth Lord of the Rings The Dangerous book for Boys The Outsiders Hamp Dracula, Frankenstein Good night Mr Tom, Private Peaceful, Friend of Foe, Carries War, Letters from the Lighthouse, Boy in the striped Pyjamas, Once then after (Morris Glietzman) Hunger Games A series of Unfortunate events The boy who grew dragons The Street Beneath my feet Charlotte Guillan and Yuval Zommer Survivors David Long and Kerry Hynfman Viking Boy Tony Bradman Defenders Killing Ground- Tom Palmer How to train your Dragon Cressida Cowell The Chocolate Tree Linda Lowery The Hero Twins Against the Lords of Death Dan Jolley and David Witt Timeriders: The Mayan Prophecy Alex Scarrow</p>

	<p>The Great Kapok Tree Lynne Cherry Zathura by Chris Van Allsburg Skellig By David Almond Holes The Iron Man A variety of books by David Walliams and Roald Dahl A selection of books by Marjorie Blackman and Michael Morpurgo (King of the Cloud Forests, Running Wild) Poetry- including poetry from other cultures, war poetry and classic poetry Poetry from around the world Adverts and Advertising Biography and auto biography eg Anne Frank Crime and punishment- Framed , Millions by Frank Cottrell Who Let the Gods out Maz Evans The Iliad and Odyssey Marcia Williams The Orchard book of Greek Myths Geraldine McCaughrean Cosmic Frank Cotrell Georges Secret Key to the Universe Lucy Hawking and Stephen Hawking Flush and Hoot by Carl Hiasen Secrets of a sun King Emma Carroll The Red Pyramid Rick Riordan The story of Tutankamun Patricia Cleveland and Isabel Greenberg Empire of the sun Kensukies Kingdom Film and animation Literacy Shed clips and animations</p>
<p>Skills and Knowledge</p>	<p><u>Reading</u> Apply their knowledge of phonics, prefixes, suffixes and root words to read and understand the meaning of new words. Demonstrate an understanding of what they have read. Students begin to predict what will happen next and are able to infer what the text means. Read an increasingly wide range of texts including a variety of fiction and non-fiction, poetry, reports, newspapers, articles and biographies and autobiographies. Discuss and evaluate text referring to choice of language and impact on the reader- challenge the ideas of others</p> <p><u>Writing</u> Spelling use known strategies to spell words (as well as using dictionaries)– (at an individual level) Write legibly, fluently and at an increasing speed Have an understanding of the grammar structures of English language and use them in their writing Write their own stories and develop their creative and imaginative skills – (plan, write and edit) Write a range of other narrative and non- narrative texts- eg letters, diaries, recounts, persuasive articles, balanced arguments instructions and reports Use accurately and understand an increasing range of grammatical terminology- (individual)</p> <p><u>Speaking and listening</u> Speak confidently in a group by taking part in discussions and giving short presentations to the class.</p>
<p>Social, moral, spiritual and Cultural</p>	<p>Trips to the theatre and cinema Cultural poetry Introduction to a range of literacy texts. Explanation of moral issues raised in texts.</p>

	Understanding of techniques used by writers (e.g. advertisers) to manipulate readers.
British Values	War poetry, famous British authors. Promotion of mutual respect and tolerance through exploration of a range of texts.
ASDAN Links	<p><u>Identity</u> Handling discussions, negotiations and criticism. Looking Ahead – Job adverts – personal qualities</p> <p><u>International</u> Value the links we have with other people and places. Challenge 17 Discussion about countries visited and wish list</p> <p><u>Citizenship</u> Reading the Newspaper. Looking at ways different papers report the news.</p>

Subject	Maths
Core Aims	<p>Our core aims are:</p> <p>That students succeed in Maths and develop a deeper understanding of the key concepts ready for the next stage of their education.</p> <p>That they are able to use their mathematical knowledge across the whole curriculum with confidence, can use and apply mathematics in practical tasks, in real-life problems, within mathematics itself and that they are able to work on problems that pose a challenge.</p> <p>We aim to ensure Maths is fun, achievable and real to life. Much of the work will relate to real life experiences so that students are able to see the connection, and importance of maths in lessons.</p> <p>When students join the school they are fully assessed in mathematics. This allows for gaps in their knowledge and understanding to be addressed. Regular assessments and monitoring of progress three weekly and termly, provide opportunities for tracking progress and ensuring students are working at the correct level for them to be challenged but still make progress.</p>
Topics	<p>Students should develop mathematical knowledge through consolidating and extension of topics, and by introducing new mathematical topics when age and ability appropriate. The lessons are differentiated to cater for each individual students needs, and varied to accommodate a range of learning styles, with practical work, concrete activities, games, group work and some computing lessons being used.</p> <p>The subject content will meet the requirements of the KS2 and 3 National Curriculum. The main areas of Mathematics addressed are:</p> <p>KS2</p> <ul style="list-style-type: none"> • Number and place value, approximation, estimation and rounding • Addition and subtraction • Multiplication and division • Fractions • Decimals and fractions • Percentages, decimals and fractions • Measures- comparing describing and solving practical problems in length, weight, volume, capacity, temperature and time • Geometry and properties of shape • Geometry and position, direction and motion • Data • Ratio and proportion • Algebra <p>KS3</p> <ul style="list-style-type: none"> • Number –Order • Positive and negative integers, fractions, decimals and percentages • Rounding numbers and measures to an appropriate degree of accuracy • Using primes, multiples, factors and factorisation to calculate • Addition and subtraction of decimals, positive and negative numbers, mixed numbers, roots powers and the use of brackets. <p>Number –fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Interpreting, calculating and comparing

	<p>Algebra</p> <ul style="list-style-type: none"> • Notation, vocabulary and manipulation eg ab in place of axb, collecting like terms, expanding brackets and rearranging formulae • Algebra and graphs – work with coordinates in all four quadrants • Algebra and sequences <p>Geometry</p> <ul style="list-style-type: none"> • Apply formula to calculate perimeter and area of shapes • Construct different shapes • Properties of shapes and 3D problems <p>Probability</p> <p>Statistics</p>
Skills and Knowledge	<p>All skills and knowledge expectations will be individualised and will be addressed to a greater or lesser extent than stated:</p> <p>Number and place value- addition, subtraction, multiplication and division. Recognition and use of fractions</p> <p>Measurement-including conversion between imperial and metric measurements, using scales, temperature, volume and capacity. Time and timetables.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Shape and Geometry</p> <p>Identification of 2D and 3D shapes including properties of reflection, rotation and symmetry.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms, triangles and rectangles</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</p> <p>Draw 2D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3D shapes, including making nets</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>Statistics- Handling Data</p> <p>The ability to construct a variety of charts and tables as well as extract information presented in interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate and interpret the mean, mode, range as an average</p>

Social, moral, spiritual and Cultural	Collaboration, sharing and comparing work, group skills.
British Values	
ASDAN Links	<u>Personal Finance</u> <ul style="list-style-type: none"> • What money is • Managing money • Spending money • Credit and debit • Pensions, insurance, mortgages • Saving, investing and aid

Subject	Science
Core Aims	<p>To ensure that students:</p> <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding through the disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them • are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future • to work scientifically
Topics	<p><u>Physics</u></p> <ul style="list-style-type: none"> • Light • Electricity • Sound • Forces and Magnets <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • Materials and their Properties • States of Matter • Earth and Space • Rocks and the Rock Cycle <p><u>Biology</u></p> <ul style="list-style-type: none"> • Animals including Humans: Diets and Lifestyle • Animals including Humans: Parts of the Body • Habitats • Evolution and Inheritance
Skills and Knowledge	<p><u>Working Scientifically:</u></p> <p>All children will learn how to work scientifically, demonstrating from KS1, KS2 and KS3 by improving their scientific attitudes, experimental skills, analysis, evaluation and measurement. Some of these will include:</p> <ul style="list-style-type: none"> • securing an understanding of knowledge and concepts; • observing over time using prior knowledge; • pattern seeking; • identifying, classifying and grouping; comparative and fair testing (controlled investigations); • analyse and evaluate observations and data; • understanding the processes of chemical reactions
Social, Moral, Spiritual and Cultural	<p>Science helps us to make sense of the world. The children will:</p> <ul style="list-style-type: none"> • make new discoveries increases our sense of awe and wonder at the complexities and elegance of the natural world. • Be open minded (creating hypotheses) • Be critical (analysing and evaluating data) • Become collaborators by sharing their results • Understand the positive and negative impact of science on our society • Explore discoveries from the past and the present.

British Values	Science and religion, for example different views on evolution and creation. Environmental activism and different views on fracking and fossil fuels.
ASDAN Links	<u>Environment</u> Challenges 5-7 (Natural Disasters) and Challenges 21-23 (Natural Resources) World environment issues. Challenge 1 and 2 – learn about things that affect the world environment.

Subject	Art and Design KS2 and KS3
Core Aims	<p>Art, craft and design embody some of the highest forms of human creativity. The art and design curriculum should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <ul style="list-style-type: none"> • Produce creative work • Explore their own ideas • Record their experiences • Become proficient at drawing, painting, sculpting • Become proficient at general art, craft and design techniques • Evaluate and analyse creative works using artistic language • Know about great artists, craft makers and designers • Understand historical and cultural developments of art forms
Topics	<p>Materials – Texture, pattern, experimenting. Create visual texture using different marks and tools. Create patterns motifs with repeated mark making.</p> <p>Painting: Watercolours. Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Create a sketch book - begin to use artistic language.</p> <p>Painting – Acrylic. Critically evaluate and edit (paint over their work). Recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.</p> <p>Printing- use a variety of methods to experiment with printing natural objects.</p> <p>Photography-Capture images in nature to use as a source of inspiration for sculpture and painting.</p> <p>Sculpture- Experiment, form, plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Evaluate and edit using artistic language</p> <p>Drawing – charcoal, pencil Use a variety of techniques to create form and texture i.e. shading and perspective.</p> <p>Artists, architects and designers in history Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p>
Skills and Knowledge	<ul style="list-style-type: none"> • Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring their ideas • Use sketchbooks to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Consider great artists, architects and designers in history • Increase their proficiency in the handling of different materials • Use a range of techniques and media • Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. • Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

Social, cultural, moral, spiritual	Trips to local and national art galleries. Study of artists from a range of cultures.
British values	Studying British artists. Respect for different viewpoints and perspectives.

Subject	Computing
Core Aims	<p>To ensure that students:</p> <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation; • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems; • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems; • are responsible, competent, confident and creative users of information and communication technology.
Topics	<p>The topics will cover:</p> <p><u>E-safety</u></p> <p>E-safety will be taught throughout the year to ensure that the children are constantly refreshed and updated, particularly before the holidays. These lessons will also be adapted depending on the individual child and current e-safety climate.</p> <p>We will cover E-Awareness, Online Research and Communication and Collaboration; some examples include:</p> <ul style="list-style-type: none"> • Net Aware/Digital Wellbeing (social Media platforms, live streaming and online gaming) • Data (personal and private information) • Cyber Bullying • Digital rights and Responsibilities <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Databases and Graphing • Art and Design • Music • Digital Imagery <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Communication and networks • Spreadsheets • Word • PowerPoint • Excel • Touch Typing <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Algorithms • Programming
Skills and Knowledge	<p>Students will be able to use:</p> <ul style="list-style-type: none"> • develop text-based programming techniques • know the difference between hardware and software • apply logic and sequencing • develop greater awareness on topical issues • become a confident digital citizen • be confident in online safety on different social media platforms. • develop “soft-skills” using a wide variety of programs to search, create and evaluate digital information

Social, Moral, Spiritual and Cultural	<p>Computing allows children reflect on the achievements of ICT in today’s society and the possibilities of what could be. It inspires awe and wonder of technological possibilities of the future. The children will:</p> <ul style="list-style-type: none"> • reflect on how computers can sometimes impact people’s lives positively and negatively. • Understand the rights to personal data • Know and understand the effects of social networking and the consequences of cyber bullying. • Explore issues such as whether it is morally right to have computer games whose aim is killing and violence. • Start to develop their understanding of a range of software; they are challenged to work together to find solutions whilst developing respect for the ideas and opinions of others. • Learn to express themselves clearly and to communicate. • Begin to understand the computing can break through cultural barriers by e-mailing or communicating through social media across the world.
British Values	<ul style="list-style-type: none"> • Contribute positively to life in modern Britain • To value different opinions on the internet such as social media. • How to be a respectful digital citizen • Learn how to respect civil and criminal law. Eg: cyberbully, hacking, Data protection Act • E-Safety ; such as what to do if they are uncomfortable with something they have seen online.
ASDAN Links	<p>Identity Challenge 1: Build a webpage about yourself</p> <p><u>Citizenship</u></p> <p>The internet – look closely at the internet and how it is becoming more important in our lives. Challenge 56, 57, 58.</p>

Subject	Drama
Core Aims	<p>Drama at Chalk Hill is entirely practical, with a focus on improvisation supported by drama games and exercises. Through these, students learn performance techniques, developing and extending their creativity to be able to make and perform pieces together.</p> <p>In order to achieve this, students also learn to improve and enhance their group and team skills such as turn-taking, listening and responding, sharing, co-operation and compromise. These, combined with increasing confidence in performance and independence as learners, help to develop students' resilience and self-esteem. All of these are key skills for future learning and employment.</p>
Topics	<p>Ghost stories Fantasy Spy story A Christmas disaster How to survive school Frozen and moving pictures</p>
Skills and Knowledge	<ul style="list-style-type: none"> • Improvisation • Using still images (frozen pictures) to structure a narrative • Basic Stage fighting techniques • Basic mime and physical theatre • Stage awareness • Being an audience • Using body language, movement and voice to convey character • Developing and sustaining a role • Group skills, including concentration and co-operation
Social, Moral, Spiritual and Cultural	<p>Collaboration; group work; exploring others' experience; respecting feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; using a range of social skills; participating and cooperating; resolving conflict.</p>
British Values	<p>Students develop their self-knowledge, self-esteem and self-confidence; are encouraged to accept responsibility for their behaviour, show initiative, respect others; show tolerance and to understand how they can contribute positively.</p>
ASDAN Links	

Subject	Food Technology
Core Aims	<p>Cooking and nutrition Food Hygiene and Kitchen safety Learning how to cook is a crucial life skill that will enable students to feed themselves and others affordably and well, now and in later life. Our aim is that students develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. That they build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. And finally that they understand and apply the principles of nutrition and healthy eating and learn how to cook.</p>
Topics	<p>Food hygiene Kitchen safety Healthy eating and nutrition- seasonal fruit and vegetables Cheap healthy snacks Eggs in various ways Pastry Using store cupboard basics to make a meal. Food from around the world- multicultural food Summer picnic food Seasonal celebrations eg Christmas- cakes, Easter eggs, and party food Cakes and baking- yearly bake off Easy economical meals</p>
Skills and Knowledge	<p>Understand and apply the principles of nutrition and health: Students will develop their knowledge and understanding of ingredients and healthy eating; Understand the source, seasonality and characteristics of a broad range of ingredients. Cook a range of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>Become competent in a range of cooking techniques: for example by developing food preparation and cooking techniques;</p> <ul style="list-style-type: none"> • Select and prepare ingredients; • Use utensils and electrical equipment; • Apply heat in different ways; • Use awareness of taste, texture and smell to decide how to season dishes and combine ingredients; • Apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users -Adapt and use their own recipes. • Develop their knowledge of consumer food and drink choice; • Apply their knowledge to make informed choices; • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently; • Evaluate and test their ideas and products and the work of others.
Social, moral, spiritual and Cultural	<p>British food celebrations and traditions Food from different cultures</p>

British Values	British food celebrations and traditions Appreciating foods from different cultures.
ASDAN Links	<u>Healthy Eating</u> Challenge 5, 6, 7 <ul style="list-style-type: none"> • Balanced diets • Vitamins, food groups • Devise a healthy diet • Prepare menus <u>International</u> Traditions and culture of other countries Challenge 9 – Foods around the world Prepare simple traditional meal

Subject	French
Core aims	<p>French provides children with a view into different cultures and fosters their understanding of the wider world. It enables them to develop their communication skills and provides a basis for learning other languages, broadening the children’s horizons and widening their future job prospects.</p> <p>French will provide learners with an opportunity to:</p> <ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of authentic sources. • Speak with increasing confidence, fluency and spontaneity. • Find ways of communicating what they want to say, including through discussion and asking questions. • Continually improve the accuracy of their pronunciation and intonation. • Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. • Discover and develop an appreciation of a range of writing in the language studied.
Topics	<ul style="list-style-type: none"> • Je Me Presente (personal introductions, describing myself, talking about my friends and family) • Au restaurant (food, stating preferences, thoughts and opinions) • Le coupe du monde (exploring the French speaking world, stating thoughts and opinions) • On y va (Using verb forms, geography, transport, weather) • Docteur Qui? (French through French history) • C’est la vie! (daily routines) • Les contes de fees (learning through stories, song, plays, poems, films)
Skills and knowledge	<p>learners will develop skills in and knowledge of:</p> <ul style="list-style-type: none"> • Listening attentively to spoken language and showing understanding by joining in and responding. • Exploring the patterns and sounds of language through songs and rhymes and linking the spelling, sound and meaning of words. • Engaging in conversations; asking and answering questions; expressing opinions and responding to those of others; seeking clarification and help. • Speaking in sentences, using familiar vocabulary, phrases and basic language structures. • Developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Presenting ideas and information orally to a range of audiences. • Reading carefully and showing understanding of words, phrases and simple writing. • Appreciating stories, songs, poems and rhymes in French. • Broadening their vocabulary and developing their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Writing phrases from memory, and adapting these to create new sentences, to express ideas clearly. • Describing people, places, things and actions orally and in writing. • Understanding basic grammar appropriate to French, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Social, moral, spiritual and cultural	<p><u>Social</u> French enable students to develop their understanding of different social groups and different world views. It also requires the use of different communication skills to work with and develop relationships with others.</p> <p><u>Moral</u> French helps the children explore how we can work with others and respect different points of view. It develops an understanding and appreciation of others. It provides children with an outward, rather than inward, view. It also fosters a fascination at learning about the world beyond their doorstep, and about how others view Britain.</p> <p><u>Spiritual</u> French helps children respect the views, faiths, values and feelings of others. It helps the children reflect on their lives and how they compare to those of others</p> <p><u>Cultural</u> French provides children with an opportunity to develop an appreciation of the different cultures and influences that have shaped their world. It also nurtures an appreciation of the individuality of each different person, and so prepares them for life in modern Britain.</p>
British values	French enables children to develop as open-minded individuals with an appreciation for the modern and diverse world that we live in. It prepares them to be outward looking individuals who can use their skills to make a difference in the wider world and develop social harmony and cohesion. Furthermore, it encourages children to respect others and the rule of law, no matter which country they are in.
Asdan	<p><u>Key Steps Challenges</u></p> <p>International: 1, 5, 7, 12, 14, 16, 17, 18, 19, 20</p> <p>Citizenship: 1</p> <p><u>Personal Development Programme</u></p> <p>The Wider World: A1, A2, A3, A4, A5, A6, B1, B2, B3</p>

Subject	<u>Geography</u>
Core aims	<p>To ensure that students:</p> <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • Understand the processes that give rise to key physical and human geographical features of the world, and how they bring about spatial variation and change over time • Are able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
Topics	<p>The geography curriculum is divided into 4 areas covered in a variety of topics:</p> <ul style="list-style-type: none"> • Physical and Human Geography

	<ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Geographical skills and fieldwork <p>The topics covered will include:</p> <ul style="list-style-type: none"> • Extreme Earth: Volcanoes and Earthquakes, Tsunamis • Map Skills • Let's Explore: Country profile (this will change depending on the news and events around the world) • Rainforests: Weather and climate/Ecosystems/Sustainability • Human and Physical Field work Local study
Skills and knowledge	<p>Students should</p> <ul style="list-style-type: none"> • Develop a curiosity and fascination about the world and its people. • Interpret a range of sources of geographical information eg: maps and globes • Develop knowledge of the location of globally significant places • Know about diverse places, people, resources and natural and human environments. • Develop a deep understanding of the Earth's key physical and human processes. • Understand the interaction between physical and human processes, and of the formation and use of landscapes and environments. • Explain how the Earth's features are shaped, interconnected and change over time • Understand how towns and cities develop, and the impacts human development has on the environment, ecosystems and our lives. • Know how planning and future growth can be designed to be sustainable.
Social, moral, spiritual and cultural	<p>Geography encourages questioning, investigation and critical thinking about issues affecting the world and people's lives. It inspires students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet. The children will:</p> <ul style="list-style-type: none"> • Exploring different countries be able to reflect on their own beliefs and others, and the impacts a global world has on these. • Debate; allowing students to understand different roles in decision making processes, which help develop empathy and appreciate the opinions of others. Furthermore, they are able co-operate and learn how to resolve conflicts. • Listening and engaging in conversation helps children to listen to other opinions on matters such as sustainability, thus improving their social skills. • Study different cultures and their influences across the world as well as more local studies, developing their cultural awareness. • Learn how to empathize with populations who have suffered natural disasters such as volcanoes or tsunamis. • Human Geography, in particular, lend itself to exploration of their own identities and others.

British Values	<p>All children:</p> <ul style="list-style-type: none"> • Are encouraged everyone to feel confident in expressing their ideas and opinions in class discussions. • Can experience the importance of decision making such as discussing outcomes in natural disasters. • Can explore and consider different opinions and how voices are heard, particularly during our Rainforest topic. • Develop our understanding and respect for different cultures • Learn to understand and respect the traditions of other cultures • are taught to respect and understand diversity in life in other countries • Have opportunity to understand our responsibilities to conserve resources and play our part in sustainable development. • Are taught to respect people's lives and empathise with those affected by disasters and conflict.
ASDAN Links	<p><u>Environment</u> Natural disasters Challenge 5, 6 <u>International</u> Global citizenship To understand how we are all citizens of the world 3rd world and developing countries Challenge 15, 16</p>

Subject	History
Core aims	To ensure that: Students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past.
Topics	<ul style="list-style-type: none"> • World War II • Anglo Saxons • Egyptians • Mayans • Romans • Ancient Greece
Skills and knowledge	<p>Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgments.</p> <ul style="list-style-type: none"> • How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
Social, moral, spiritual And cultural	<p>History helps students 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. The children will:</p> <ul style="list-style-type: none"> • Reflective about their beliefs, religious or otherwise when looking at different eras. • Empathy tasks figure highly in the curriculum, whether that is a soldier in World War II or a Roman experiencing the sights, sounds and thrills of Ancient Rome. • Moral and ethical issues can be debated throughout each topic. • The idea of right and wrong and consequences is also a theme throughout, in particular, our WWII topic. Obvious examples are students discussing and attempting to come to a consensus on who was more to blame for the Holocaust; Hitler, the Nazi Party or the German people. • Cooperation and resolving conflict is a continuous theme throughout each year. • Our History topics help students to explore British values, their role in Britain and the impacts of multiculturalism and how it has helped to enhance the country. • Work within the subject allows them to express their opinions and communicate their knowledge in varied ways, including artistic forms and the design of artefacts, Roman Shields, portrait propaganda and WWII Recruitment to name a few.
British Values	<p>History provides us with a collective memory; it gives us a sense of connection to place, time and community, and to the shared values which have been introduced and adopted which we hold dear in the UK.</p> <ul style="list-style-type: none"> • Our history has allowed us to develop an attitude of fair play and tolerance as we encountered other beliefs and cultures.

	<ul style="list-style-type: none"> • Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. • Links clearly evident to British History and Students should analyse events in UK and world history where British values have been tested such as World War and significant historical events.
ASDAN Links	History and the skills learnt can be utilised to complete sections within the ASDAN course, under the Citizenship section. The children will research various challenges concerning discrimination and how this affects different cultural groups through their gender, ethnicity or age.

Subject	Music
Core Aims	<p>To ensure that students can:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence; • understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
Topics	<ul style="list-style-type: none"> • Notation and Rhythm • Performance • Musicals • World Music • Story telling through music • Music from TV and Film • African Drumming • Performance • Song writing • Music through the Ages • Body Percussion • Festivals and Carnivals
Skills and Knowledge	<ul style="list-style-type: none"> • Performance with the voice and with tuned and untuned instruments; • Composition and improvisation; • Listening to and understanding music from a range of styles; • Use of musical notations; • History of music.
Social, Moral, Spiritual and Cultural	<p>Use of music in our own and other cultures. Listening to and appreciating music from a range of cultural backgrounds. Group work, turn-taking and leadership skills through ensemble music-making. Listening to others.</p>
British Values	Respect for and tolerance of other cultures through studying world music.
ASDAN Links	International Challenge 8: Organise a 'Music from around the world' event.

Subject	PE
Core aims	<p>Physical Education helps the students to develop fitness and to keep fit, both physically and mentally. It enables the students to develop confidence, communication skills and problem-solving skills. It instils the benefits of being active through participation in both individual and team sports. PE helps to embed values of fairness and respect.</p> <p>Students also have the opportunity to participate in competition, both against themselves and each other. There are also opportunities to play against other schools. Students are also encouraged to participate in sports outside of school and in the community.</p>
Topics	<ul style="list-style-type: none"> • Tactics and strategies – Team building, Rugby, American Football • Attacking and defending – Football, Basketball, Hockey, Netball • Racket sports – Tennis, Badminton, Table Tennis, Squash • Striking and fielding – Rounders, Cricket • Swimming • Athletics – Cross country, running, throwing, jumping, fitness • Outdoor and Adventure – Walking, orienteering, cycling • Indoor Physical Activity – PE Theory, Table Tennis, personal fitness, racket skills, dance, Yoga, Golf • Personal development and Peer review – Students will track their own progress and will also be encouraged to help their peers develop.
Skills and knowledge	<ul style="list-style-type: none"> • Students will develop skills in: • Team/individual sports. • Team work. • Tactics and strategies. • Running, jumping, throwing, catching, kicking, ball handling, footwork, motor skills, hand-eye coordination, balance, technique, flexibility, strength and control. • Swimming. • Problem solving. • Students will also: • Communicate, collaborate and compete with each other. • Develop an understanding of how to improve in different physical activities and sports. • Learn how to evaluate and recognise their own and others' success. • Take part in competitive sports and activities outside of school which will boost their self-image and confidence. • Use a range of tactics and strategies to overcome opponents in direct competition.
Social, moral, spiritual And cultural	<p><u>Social</u></p> <ul style="list-style-type: none"> • Students will develop their communication skills by working in a team and by sharing feedback with others in a respectable manner. • Students will develop confidence through their developing sports skills. <p><u>Moral</u></p>

	<ul style="list-style-type: none"> • Students will develop their teamwork skills and will be supportive of others. They will work together to achieve their goals. • Students will partake in competitions in a sportsmanlike manner, showing respect and admiration for others. <p><u>Spiritual</u></p> <ul style="list-style-type: none"> • Students will learn to reflect on their own development, strengths and weaknesses, and what they need to do to improve their skills. • Students will accept feedback and share feedback in a respectful manner. • Students will develop a sense of enjoyment from sports and discover which sports they prefer. • Students will use imagination and creativity to develop problem-solving skills. <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Students will respect the views of others. • Students will participate in a number of different sports that come from different cultural backgrounds.
British Values	Physical Education enables students to: <ul style="list-style-type: none"> • Develop self-knowledge, self-esteem and self-confidence. • Distinguish between right and wrong and respect the rules and laws of sport. • Show initiative and develop respectful relationships with others. • Develop respect for others and their points of view.
ASDAN Links	<u>Key Steps Challenges</u> Health: 13, 14, 15, 16, 17, 18 <u>Personal Development Programme</u> Sport and Leisure: A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, B7

Subject	PSHE
Core Aims	<p>PSHE at Chalk Hill follows the PSHE Association recommended curriculum.</p> <p>At <u>KS2</u> PSHE education:</p> <ul style="list-style-type: none"> • Offers both explicit and implicit learning opportunities and experiences which reflect students' increasing independence and physical and social awareness. • Builds on the skills to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. • Helps students to manage the physical and emotional changes at puberty, introduces them to the wider world and enables them to make an active contribution to their communities. <p>At <u>KS3</u> PSHE education:</p> <ul style="list-style-type: none"> • Builds on the knowledge and understanding, skills, attributes and values they have acquired and developed at KS2.

	<ul style="list-style-type: none"> • Acknowledges and addressed the changes that young people experience, the challenges of adolescence and their increasing independence. • Teaches the knowledge and skills which will equip students for the opportunities and challenges of life. <p>Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.</p>
Core Themes	<ol style="list-style-type: none"> 1. Health and wellbeing 2. Relationships 3. Living in the wider world 4. Careers
Topics	<p><u>KS2</u></p> <ul style="list-style-type: none"> • Healthy lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe • Drugs, alcohol and tobacco • Families and close positive relationships • Friendships • Managing hurtful relationships and bullying • Safe relationships • Respecting self and others • Shared responsibilities • Communities • Media literacy and digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work and career <p><u>KS3</u></p> <ul style="list-style-type: none"> • Self-concept • Mental health and emotional wellbeing • Healthy lifestyles • Drugs, alcohol and tobacco • Managing risk and personal safety • Puberty and sexual health • Positive relationships • Relationship values • Forming and maintaining respectful relationships • Consent • Contraception and parenthood • Bullying, abuse and discrimination • Social influences • Learning skills • Choices and pathways • Work and career • Employment rights and responsibilities • Financial choices • Media literacy and digital resilience

<p>Skills and Knowledge</p>	<ul style="list-style-type: none"> • How to keep healthy, the importance of exercise, how to keep a balanced diet. • Personal strengths and weaknesses, how to recognise good or poor mental health, how to deal with poor mental health. • How to deal with puberty. • Personal safety, both at home and in public. • The dangers of different substances. • How to develop and nurture positive relationships. • Reconciliation. • How to seek help and to problem solve. • Who they can trust. • Appropriate boundaries. • Being an active member of the community. • Respecting differences. • Online safety. • How to handle money appropriately and safely. • How to follow a career path. • Learn about different opportunities that are available. • Understanding consent. • How to plan for adult life. • How to be responsible when it comes to sexual activity. • Peer influences. • self-reflection • Learning from experience to seek out and make use of constructive feedback • Setting personal goals • Making decisions (including knowing when to be flexible) • Active listening, Empathy and Communication • Team working and Negotiation • Self-regulation • Recognising and managing the need for peer approval • Self-organisation (including time management)
<p>Social, Moral, Spiritual and Cultural</p>	<p><u>Spiritual</u></p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, and respect for, different people’s faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Willingness to reflect on their experiences. <p><u>Moral</u></p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understanding of the consequences of their behaviour and actions. • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p><u>Social</u></p>

	<ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
British Values	<p>The PHSE curriculum will enable the students to:</p> <ul style="list-style-type: none"> • Develop mutual respect and tolerance of those with different faiths and beliefs. • Develop their self-knowledge, self-esteem and self-confidence. • Distinguish right from wrong and to respect the civil and criminal law of England. • Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Acquire a broad general knowledge of and respect for public institutions and services in England. • Acquire an appreciation of and respect for their own and other cultures. • Develop respect for other people and the world that we live, including nature. • Respect democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in England. • Appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. • Understanding of how citizens can influence decision-making through the democratic process.
ASDAN Links	<p>The link between ASDAN and PHSE is significant and clear. Tasks for ASDAN can be taken from any module as long as it relates to what is being taught in PHSE.</p>

Subject	Relationships and Sex Education (RSE) and Health Education
Core Aims	<p>Relationships and Sex Education and Health Education enables students to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. It prepares them for adult life by addressing themes and topics that will relate to issues that they will encounter as they move through life.</p> <p>RSE and Health Education themes and topics are covered through the teaching of PHSE, PE, Science, Computing and Emotional Literacy, and are also addressed through our whole-school approach to developing self-awareness, self-regulation and mental wellbeing.</p> <p>Trained motional and TISUK practitioners address RSE and Health Education topics in bespoke 1 to 1 interventions and group work.</p>
Core Themes	<ol style="list-style-type: none"> 1. Health and wellbeing 2. Relationships 3. Living in the wider world 4. Online relationships and internet safety
Topics	<p><u>KS2</u></p> <ul style="list-style-type: none"> • Physical health and fitness • Healthy eating • Health and prevention • Mental wellbeing • Drugs, alcohol and tobacco • Being safe • Basic First Aid • Changing adolescent body • Families and people who care for me • Respectful relationships • Caring friendships • Online relationships • Internet safety and harms <p><u>KS3</u></p> <ul style="list-style-type: none"> • Physical health and fitness • Healthy eating • Health and prevention • Mental wellbeing • Drugs, alcohol and tobacco • Being safe • Basic first aid • Sexual health • Changing adolescent body • Families • Respectful relationships, including friendships • Intimate and sexual relationships • Online and media • Internet safety and harms
Skills and Knowledge	<p>RSE and Health Education provides students with the skills and knowledge to prepare them for living in the wider world.</p> <p>These include:</p> <ul style="list-style-type: none"> • Identifying and building positive relationships. • Recognising that there are different kinds of relationships and different kinds of families.

	<ul style="list-style-type: none"> • Recognising the importance of stable and caring relationships. • Understanding the law around marriage. • Identifying the characteristics of successful parenting. • Identifying unhappy or unsafe relationships. • Understanding how to seek help when it is needed. • Identifying healthy friendships. • Understanding the importance of inclusivity. • Managing conflict. • Respecting others in accordance with the Equality Act (2010) • Understanding the accepted conventions of society. • Respecting themselves and others. • Identifying and challenging bullying behaviour. • Identifying and challenging stereotypes. • Understanding the importance of consent in all its contexts. • Understanding the differences and similarities between the physical and online worlds. • Understanding that the online and physical worlds are linked. • Understanding how to stay safe online. • Understanding how information and data is shared. • Understanding the importance of implementing and respecting boundaries. • Understanding confidentiality and where it is appropriate. • Understanding how to safeguard themselves. • Understanding how to interact safely with strangers. • Identifying how and where to seek advice. • Understanding the legalities concerning relationships. • Understanding the legalities concerning online activity. • Understanding the legalities concerning all forms of abuse. • Recognising positive intimate and/or sexual relationships. • Identifying the health risks associated with sexual activity. • Understanding how the reproductive system works. • Managing peer pressure. • Identifying different forms of contraception and how to access it. • Understanding the facts around pregnancy and miscarriage. • Recognising the choices in relation to pregnancy. • Identifying the risks of alcohol, drugs and tobacco. • Recognising that everyone has mental health and that it can be affected in numerous ways. • Recognising and understanding emotions. • Understanding the importance of healthy lifestyles. • Understanding the effects of loneliness. • Recognising signs of physical illness. • Understanding how to maintain a healthy lifestyle. • Understanding how to apply basic first aid. • Understanding the key facts about puberty and menstruation.
Social, Moral, Spiritual and Cultural	<p><u>Spiritual</u></p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, and respect for, different people’s faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them.

	<ul style="list-style-type: none"> • Willingness to reflect on their experiences. <p><u>Moral</u></p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understanding of the consequences of their behaviour and actions. • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p><u>Social</u></p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
British Values	<p>The RSE and Health Education curriculum will enable the students to:</p> <ul style="list-style-type: none"> • Develop mutual respect and tolerance of those with different faiths and beliefs. • Develop their self-knowledge, self-esteem and self-confidence. • Distinguish right from wrong and to respect the civil and criminal law of England. • Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

	<ul style="list-style-type: none"> • Acquire a broad general knowledge of and respect for public institutions and services in England. • Acquire an appreciation of and respect for their own and other cultures. • Develop respect for other people and the world that we live, including nature. • Respect democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in England. • Appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. • Understanding of how citizens can influence decision-making through the democratic process.
Asdan Links	The link between ASDAN and RSE and Health Education is significant and clear. Tasks for ASDAN can be taken from any module as long as it relates to what is being taught in RSE and Health Education.

Subject	Emotional Literacy
Core Aims	<p>The core aims of Emotional Literacy are:</p> <p>Being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express one's own emotions effectively.</p>
Core Themes	<ul style="list-style-type: none"> • Self-awareness. • Self-regulation. • Motivation. • Empathy. • Social skills.
Topics	Same as Core Themes
Skills and Knowledge	<p>Personal strengths and weaknesses. Understanding own behaviour and identify positive and negative attributes. Triggers and how to manage them. How to develop and nurture positive relationships. Reconciliation. How to seek help and to problem solve. Appropriate boundaries. Respecting differences. Peer influences. self-reflection Setting personal goals Making decisions (including knowing when to be flexible) Active listening, Empathy and Communication Self-regulation Recognising and managing the need for peer approval</p>
Social, Moral, Spiritual and Cultural	<p><u>Spiritual</u></p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, and respect for, different people's faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Willingness to reflect on their experiences. <p><u>Moral</u></p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understanding of the consequences of their behaviour and actions. • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p><u>Social</u></p>

	<ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
British Values	<p>The PHSE curriculum will enable the students to:</p> <ul style="list-style-type: none"> • Develop mutual respect and tolerance of those with different faiths and beliefs. • Develop their self-knowledge, self-esteem and self-confidence. • Distinguish right from wrong and to respect the civil and criminal law of England. • Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Acquire a broad general knowledge of and respect for public institutions and services in England. • Acquire an appreciation of and respect for their own and other cultures. • Develop respect for other people and the world that we live, including nature. • Respect democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in England. • Appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. • Understanding of how citizens can influence decision-making through the democratic process.
ASDAN Links	<p><u>Identity</u></p> <ul style="list-style-type: none"> • Personal skills and qualities • Who am I

	<ul style="list-style-type: none"> Looking Ahead <u>Community</u> Resolving conflict Relationships
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Subject	RE
Core aims	<p>Religious Education at Chalk Hill follows the Suffolk Agreed Syllabus (2012)</p> <p>Religious Education enables the children to develop their understanding of the principle religions that are represented in the UK, and how religion can influence the lives of people who embrace it. It also enables the children to make links between religious teachings and their own lives, and how religious teachings can help to answer some of life's toughest questions. It enables children to reflect on and develop their own beliefs.</p>
Topics	<ul style="list-style-type: none"> Beliefs and questions Inspirational people Teachings and authority Religion and the individual Religion, family and community Worships, pilgrimage and sacred places The journey of life and death Symbols and religious expression Beliefs in action in the world Beliefs and concepts Authority Expressions of spirituality
Skills and knowledge	<ul style="list-style-type: none"> Students will be able to: Describe the key aspects of religions. Describe the practises and ways of life in religions. Describe the similarities and differences within and between religions. Investigate the significance of religion in the community. Understand the importance of religions expression. Understand religions responses to ultimate and ethical questions. Use specialist vocabulary. Interpret information about religion from a range of sources. Reflect on their understanding of faith. Respond to the challenges of commitment in their own lives and in religious life. Discuss ideas of religious, expressing their own ideas. Reflect on the ideas of right and wrong. Reflect on sources of inspiration in their own and others' lives. Develop discussion skills, and the appreciations of others' points of view.
Social, moral, spiritual And cultural	<p><u>Social</u></p> <ul style="list-style-type: none"> Students will develop their discussion skills and learn about the importance and value of listening and working with others.

	<ul style="list-style-type: none"> • They will also learn about the importance of being tolerant and respecting other people’s views and religious beliefs. • Students will experience different social settings and experience different parts of the community. <p><u>Moral</u></p> <ul style="list-style-type: none"> • Students will consider the different approaches to right and wrong and discuss the importance of perspective and other people’s feelings. • Students will learn about the importance of respecting others and feeling respected. • Students will develop the ability to share their views and listen to those of others. <p><u>Spiritual</u></p> <ul style="list-style-type: none"> • The students will be reflect about their own beliefs and perspectives. • They will consider and respect the views of others. • The students will have a sense of fulfilment from exploring their own beliefs and those of others. • They will use imagination and creativity in their learning. • They will reflect on their experiences. <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Student will develop an understanding and appreciation of different world views and of those that have shaped their own views. • They will develop their tolerance of others’ views. • They will make links between different religious views. • They will show an interest in broadening their horizons and learning about others.
British Values	<p>The RE curriculum will enable students to:</p> <ul style="list-style-type: none"> • Respect the diverse nature of British society. • Encourage students to contribute positively to society. • Develop harmony and tolerance between different cultural traditions. • Respect others. • Appreciate the importance of democracy. • Accept the views of others. • Combat discrimination.
ASDAN Links	<p><u>Key Steps Challenges</u></p> <p>Identity: 21, 22, 23</p> <p>Citizenship: 35</p> <p>Values: 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 19</p> <p>International: 10, 18, 20</p> <p><u>Personal Development Programme</u></p> <p>Beliefs and Values: A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, B7</p>

Subject	Design Technology
Core aims	Design Technology enables the students to use creativity and imagination to design and make products that can be used to solve real world problems. Working through a process of research, design, making and evaluation, and with a variety of different materials and tools, students will develop the technical knowledge that they can use in later life, whether in everyday life, or in a career. They will also learn about influential and important inventors.
Topics	Students will systematically work through the research, design, make and evaluate stages during each topic. <ul style="list-style-type: none"> • Structure and safety: Earthquake, building bridges. • Product design: Phone cases, pencil cases. • Creative design: Imagineering in a box. • Mechanics and Electronics: Rollercoasters, alarming vehicles. • Sustainability: Healthy homes, the boy who harnessed the wind. • Carpentry and Electronics: Gimme shelter, Light 'em up. • Inventors: Alexander Graham-Bell, Walt Disney, Grace Hopper, Maria Telkes, Alan Turing
Skills and knowledge	Students will develop skills and knowledge in: <ul style="list-style-type: none"> • The development process: research, design, make, evaluate. • Strengthening, stiffening and reinforcing structures. • Computer design. • Mechanical systems. • Electrical systems. • Computing to program, monitor and control products.
Social, moral, spiritual And cultural	<p><u>Social</u></p> <ul style="list-style-type: none"> • Students will work together to develop designs and complete projects. • They will work within a variety of different contexts and explore the importance of design and technology to all areas of society. <p><u>Moral</u></p> <ul style="list-style-type: none"> • Students will develop their understanding of the importance of safety, and learn about the legal boundaries to design and technology. • They will understand the importance of sustainability in their work. <p><u>Spiritual</u></p> <ul style="list-style-type: none"> • Students will consider the views of others. • They will develop self-confidence and self-esteem through achieving in their work. <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Students will develop an appreciation of the different cultural influences on design. • They will participate in artistic opportunities.
British Values	DT will enable students to: <ul style="list-style-type: none"> • Develop their self-awareness, self-esteem and self-confidence. • Develop an awareness of safe practise and the rule of law. • Develop a sense of how they can help the wider community. • Respect cultural traditions.

ASDAN Links	<p><u>Key Steps Challenges</u></p> <p>Environment: 9, 10, 11, 12, 14, 15, 21, 22, 23, 32, 33, 34</p> <p>Enterprise: 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p><u>Personal Development Programme</u></p> <p>Science and Technology: A1, A2, A3, A4, A5, A6, B3</p>
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The Nurture Classrooms

The nurture classes are small classes of 4-6 children that support them in meeting the social and intellectual demands of school life, improving their self-confidence and self-esteem, through a carefully planned curriculum.

Our Nurture Group Principles

Children's learning is understood developmentally.

Planned activities within the nurture group reflects the curriculum of similar children in the school but is adapted as appropriate for the developmental stage of each child in the nurture group. Nurture Group staff meet regularly with class lead teacher to discuss the children's' learning, emotional needs and their progress.

The classroom offers a safe base.

The nurture rooms provide a bridge between home and school, a warm and friendly environment where children feel emotionally safe and secure.

The development of self-esteem is an important aspect of the nurture group.

With a growing self-esteem children will be more able to face the challenges of everyday life, to solve problems and to tackle new experiences.

The development of language skills for communication is vital.

Great attention is paid to the use of language with high levels of child/adult interactions, everything is explained and explored.

All behaviour is communication.

The children learn acceptable ways of communicating their likes, dislikes and feelings. There is a clear rewards and sanctions system, understood by the children, within the group.

We recognise the importance of transition in children's lives.

Managing transitions is a key feature of our Nurture Group, preparing the children for day-to-day events and changes to the usual routines.

Through discussion with staff children are considered for a place in the nurture group. A Boxall Profile is completed and analysed. Members of the SLT use this information to select children.

A teacher or nurture lead, and a teaching assistant are attached to the nurture group, planning an appropriate curriculum and modelling good relationships.

Each session is planned to meet the emotional and learning needs of each child. A range of practical activities, rich in speaking and listening, take place with an overarching group focus for developing the children's social and emotional needs.

ASDAN Life Skills

Health - Personal Care – Teeth, Skin, Hair
Challenge 1, 2, 3, 4

Health Challenge 8 Healthy Eating - Obesity

Health – First Aid

Challenge 19, 20, 21

Visit from First Aider

Research basic first aid

Environment – Local environment.

Challenge 9, 10 Improve environment in school plan and carry out an idea.

Being Green at Home and care

Understand how environment awareness begins at home

Challenge 13, 15

Recycling project – carry out project to help conserve and recycle resources.

Challenge 28, 29

Enterprise – Challenge 16

A mini enterprise project – plan set up and solve problems as they arise (also care)

ASDAN: Care

Health – Sports in the community

Challenge 17 – in depth study of local facilities

Health – Road and transport safety

How to conduct yourself safely as a pedestrian – road user and make you aware of safety on a railway track.

Challenge 22, 23, 24, 25

Health – Help and Advice

Challenge 37 visit Citizens Advice – Find out how they can help

Challenge 36 GP Surgery – Find out how they can help

Environment Challenge 7 – Relief work, charities

Community

Local facilities Challenge 9

Challenge 12, 13, 14 Local issues – to raise awareness of local issues

Helping others Challenge 21, 22, 23 – Make an active contribution to your community