

Subject	RE
Intent	<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>
Implementation	<p>Religious Education, 2022-2023 at Chalk Hill is delivered by the class teacher, all students receive 1 lesson a week.</p> <p>The subject content of our curriculum meets the requirements of the KS1, 2 National Curriculum.</p> <p>Through a range of differentiated activities, the students will have opportunities to enjoy and engage with each topic. There are many opportunities to develop their speaking and listening skills as well as their social skills.</p>
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. <p>Develop discussion skills, and the appreciations of others' points of view.</p>
Social Moral spiritual 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. • They will also learn about the importance of being tolerant and respecting other people's views and religious beliefs.

	<ul style="list-style-type: none"> • 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. <p>They will show an interest in broadening their horizons and learning about others.</p>
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. <p>Combat discrimination.</p>
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	Art
Intent	<p>Art, craft and design embody some of the highest forms of human creativity. At Chalk Hill the art curriculum aims to engage, inspire and challenge students, equipping them with the knowledge and skills to invent and create their own works of art. We want our students to have opportunities and the confidence to express their individual interests and ideas and thoughts through art in a safe nurturing environment.</p> <p>We aim to provide the students with opportunities to become proficient in drawing, painting, sculpture, and craft techniques, explore their ideas, record their experiences, learn about famous artists and evaluate and analyse creative works using artistic language. In doing so they will begin to understand how art reflects world cultures and the history of different art forms.</p>
Implementation	<p>Art and design at Chalk Hill in 2022-2023 is taught by the class teacher and frequently relates to the history or Geography topic. Each class has one lesson of art or DT a week. Art topics include world art, cartoon art, graffiti, mosaics and collages and abstract art such as cubism.</p> <p>Pupils will be encouraged to use sketchbooks to record their observations and ideas, practice observational drawings, use a range of different techniques and media such as paint charcoal and pencil.</p> <p>Opportunities to visit local art galleries and study artists from a range of cultures will be weaved into the lessons and students taught to respect each other's different viewpoints and perspectives.</p>
Skills and Knowledge	<p>Our Students will:</p> <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

	<ul style="list-style-type: none"> • 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 Moral spiritual cultural	Social: Trips to local and national art galleries Moral: Spiritual: Cultural: Study of artists from a range of cultures
British Values	Respect for different viewpoints Studying British artists. Art throughout History
ASDAN Links	

Subject	Design Technology
Intent	<p>Design technology embodies some of the highest forms of human creativity. At Chalk Hill the design curriculum aims to engage, inspire and challenge students, equipping them with the knowledge and skills to invent and create their own designs. We want our students to have opportunities and the confidence to express their individual interests and ideas in a safe nurturing environment.</p> <p>We aim to provide the students with opportunities to become proficient in craft and design techniques, explore their ideas, record their experiences, learn about famous designers and evaluate and analyse creative works. In doing so they will . to understand how art reflects world cultures and the history of different art forms.</p> <p>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.</p>
Implementation	<p>Design Technology at Chalk Hill is taught by the class teacher. Pupils have one double lesson a week three times a year in 6 week blocks. Pupils will work with textiles, and learn how to use a sewing machine. When working on 3D structures pupils will use a variety of mediums such as card, wood, and plastics. Pupils work with electronic/ electrical systems to make games</p> <p>Students will systematically work through the research, design, make and evaluate stages during each topic.</p>
Skills and knowledge	<p>Students will develop skills and knowledge in:</p> <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	<p>DT will enable students to:</p> <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>

Subject	PE
Intent	<p>At Chalk Hill we want all of our students to develop a love of physical activity and sport so that they leave school with the skills and motivation to enjoy a lifelong commitment to physical activity. Our PE curriculum offers a variety of outdoor activities such as horse-riding, team and individual sports and fitness challenges. Something for everyone. We want all students to achieve their full potential, feel that they belong as part of a team and feel physically confident.</p> <p>For many of our students PE is the one place where they can excel, often finding the constraints of a classroom more difficult. The PE curriculum aims to challenge them and provide positive memorable learning experiences that they can transfer into the classroom and beyond. PE supports the social and emotional well-being of all of our students, develops the skills required to be a leader, communication, resilience, determination, fairness, respect and physical confidence. By promoting PE, we aim to encourage our students to lead an active and healthy life beyond Chalk Hill.</p>
Implementation	<p>PE at Chalk Hill is delivered by a member of staff with sport coaching qualifications, overseen by the Lead Teacher who is a trained PE specialist. The students receive 3 lessons of PE a week. Each half term a different sport/activity and set of skills are delivered to all students, encouraging participation and social skill development, focusing on team work and emotional regulation.</p> <p>The activities are differentiated to allow success for all students. Monitoring of those that have had positions of responsibility (Captain, referee, etc) is monitored to allow all students access to leadership opportunities</p>
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.

<p>Social Moral spiritual cultural</p>	<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. <p>Students will participate in a number of different sports that come from different cultural backgrounds.</p>
<p>British Values</p>	<p>Physical Education enables students to:</p> <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. <p>Develop respect for others and their points of view.</p>
<p>ASDAN Links</p>	<p><u>Key Steps Challenges</u></p> <p>Health: 13, 14, 15, 16, 17, 18</p> <p><u>Personal Development Programme</u></p> <p>Sport and Leisure: A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, B7</p>

Subject	Computing
Intent	<p>At Chalk Hill, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever- changing digital world. Knowledge and understanding of ICT is of increasing importance for children’s future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. Our intention is that Computing also supports children’s creativity and cross curricular learning to engage children and enrich their experiences in school.</p> <p>Our curriculum has been designed to match all students’ needs to ensure they are challenged and achieve success, regardless of their special educational needs or disabilities, social disadvantage or starting point. Computing is taught as discrete units and lessons where needed to ensure coverage in line with National Curriculum requirements. Teachers will address gaps in prior learning to ensure progress is accelerated from their individual starting points</p>
Implementation	<p>Computing at Chalk Hill 2022-2023 is taught by the class teacher. Each class has one lesson of Computing a week.</p> <p>To ensure a broad range of skills and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through ICT for example writing and presenting as well as exploring art and design using multimedia. Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile problems for example understanding safe use of internet, networks, and email. In computer science we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.</p>
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 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. <p>Begin to understand the computing can break through cultural barriers by e-mailing or communicating through social media across the world.</p>
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 <p>E-Safety ; such as what to do if they are uncomfortable with something they have seen online.</p>
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	HEROES
Intent	RSE and Health Education at Chalk Hill is taught in conjunction with PHSE, Key Stage 3 Citizenship and Emotional Literacy in a new subject called HEROES (Health, Emotional, Relationships, Online, Economic, Social). Through HEROES, students engage with the RSE and Health Education, PHSE, Citizenship and Emotional Literacy Curricula. This allows students to develop into well rounded individuals who have respect for the fundamental British Values.
Implementation	<p>HEROES, at Chalk Hill 2022-2023, is taught by the class teacher once a week, where they will explore a range of topics including Mental Health, First Aid, Bullying, protected characteristics , positive relationships and how to access help. Teachers will ensure delivery of the topics are age-appropriate to meet the needs of the students in their class.</p> <p>It is also differentiated to allow all learners to participate.</p> <p>There is also a HEROES lesson, delivered once a week through a whole school assembly. This allows for greater discussion and collaborative work amongst the whole school. Themes include Healthy Relationships, healthy eating, careers and finances, and Internet Safety. The Friday assembly will allow opportunities for students to hear from outside agencies and guest speakers, including the school nurse team.</p>
Skills and Knowledge	<p>HEROES provides students with opportunities to learn about the required knowledge and skills to help them navigate the risks, responsibilities and experiences of adult life.</p> <p>HEROES also provides our students with the skills they need to safeguard their mental and physical wellbeing and to help them develop into well rounded individuals.</p>
Social Moral spiritual cultural	<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

	<p>volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> <ul style="list-style-type: none"> • 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>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>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. • Use of imagination and creativity in their learning. • Willingness to reflect on their experiences. <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
--	--

	<p>an essential element of their preparation for life in modern Britain.</p> <ul style="list-style-type: none"> • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. <p>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.</p>
British Values	<p>HEROES enables students to learn about and engage with the fundamental British Values. Through this, HEROES:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • enable students to distinguish right from wrong and to respect the civil and Criminal law of England. • Encourage students to 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. • enable students to acquire a broad general knowledge of and respect for public Institutions and services in England. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. • Encourage respect for other people. • Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

	<ul style="list-style-type: none"> • Develops an understanding of how citizens can influence decision-making through the democratic process. • An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. • An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence. • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>An understanding of the importance of identifying and combatting discrimination.</p>
ASDAN Links	

Subject	Food Technology
Intent	<p>At Chalk Hill we aim to teach students about the fundamentals of healthy eating and the skills required in the process of cooking. Our curriculum instils a love of cooking and develops a pupil's creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Our curriculum has been designed to match all students' needs to ensure they are challenged and achieve success, regardless of their special educational needs or disabilities, social disadvantage or starting point. Cooking is taught in discrete topics by the class teacher, and we emphasise self-regulation and the development of their fine motor skills.</p> <p>At the end of each session, the students will have learnt new skills, but will also have made something delicious, which they could make again at home with adult help! Throughout the topics they self-evaluate their food hygiene skills, appearance and taste of dish and their emotional regulation. A skills checklist is also completed, and targets identified for next steps.</p>
Implementation	<p>Food technology at Chalk Hill 2022-2023 is taught by the class teacher. Each class has two lessons (as a double lesson) of Cooking per week. Where possible, Cooking has links with the topic for that half term. Food hygiene and kitchen safety is taught throughout the year and reference made each lesson.</p> <ul style="list-style-type: none"> • Rations- food from the World Wars • Festive foods- How different religions celebrate their festivals with different foods • World foods- World Wonders- creating dishes from each country with a Wonder of the World • Ingredients and their changes- linking to solids, liquids and gases and how cooking can be both physical and chemical processes • Japanese food • Picnic food • Coastal food • Food of love • African food • Healthy food • Independent living and cooking on a budget.
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; <p>Evaluate and test their ideas and products and the work of others.</p>
<p>Social Moral spiritual cultural</p>	<p>Social: British food celebrations and traditions</p> <p>Moral: Spiritual: Cultural: Food from different cultures and comparing to British food. Understanding why they are different</p>
<p>British Values</p>	<p>British food celebrations and traditions</p> <p>Appreciating foods from different cultures</p>
<p>ASDAN Links</p>	<p><u>Healthy Eating</u> Challenge 5, 6, 7</p> <ul style="list-style-type: none"> • Balanced diets • Vitamins, food groups • Devise a healthy diet • Prepare menus <p><u>International</u> Traditions and culture of other countries Challenge 9 – Foods around the world Prepare simple traditional meal</p>