



Year 7 Curriculum Overview

2023-2024

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	Autumn Term	Spring Term	Summer Term
English	<p>Pupils study a range of texts, including non-fiction, fiction, poetry, drama and media texts from both contemporary and pre-20th Century writers. Pupils have the opportunity to enhance their understanding of and pleasure in literature through visits and competitions. Pupils also have weekly vocabulary sessions which are planned in conjunction with the Speech and Language Therapy team and a weekly lesson with a focus on English grammar and punctuation.</p>		
	<p>Themes: 'All About Me' and Ghost Stories All About Me Reading:</p> <ul style="list-style-type: none"> ▪ Roald Dahl's autobiography <i>Boy: Tales from Childhood</i> ▪ Poetry ▪ <i>A Christmas Carol</i> (Charles Dickens) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Autobiographical writing ▪ Our own ghost story or narrative retell 	<p>Theme: Relationships Relationships Reading:</p> <ul style="list-style-type: none"> ▪ <i>Paddington</i> (Michael Bond) ▪ Poetry ▪ <i>Romeo & Juliet</i> (Shakespeare) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Letter writing ▪ Writing to describe 	<p>Themes: Travel & Superheroes Travel Reading:</p> <ul style="list-style-type: none"> ▪ <i>Flat Stanley</i> (Jeff Brown) ▪ <i>The Incredible</i> (film-based unit) ▪ Non-fiction: real-life 'hero' news articles <p>Writing:</p> <ul style="list-style-type: none"> ▪ Letter writing ▪ Writing to inform
	<p>Pupils follow the White Rose Maths schemes of work. TT Rockstars, Maths challenges, mymaths and problems solving activities support learning throughout the year.</p>		
Maths	<ul style="list-style-type: none"> ▪ Place value ▪ Addition and subtraction ▪ Shape 	<ul style="list-style-type: none"> ▪ Money ▪ Multiplication and division ▪ Length and height 	<ul style="list-style-type: none"> ▪ Mass, capacity and temperature ▪ Fractions ▪ Time
	<ul style="list-style-type: none"> ▪ Decimals and percentages ▪ Perimeter, area and volume ▪ Statistics 	<ul style="list-style-type: none"> ▪ Shape ▪ Position and direction ▪ Ratio 	<ul style="list-style-type: none"> ▪ Algebra ▪ Converting units ▪ Fractions, decimals and percentages

BSL	In KS3 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	Level 1		
	Meeting people <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation 	Weather <ul style="list-style-type: none"> ▪ Expanding vocabulary for weather terms 	Transport <ul style="list-style-type: none"> ▪ Different modes of transport. ▪ Asking for directions
	Using numbers and alphabet <ul style="list-style-type: none"> ▪ Shopping ▪ Phone numbers ▪ Communicating 	Relevant personal information <ul style="list-style-type: none"> ▪ Name, age, address ▪ Family details brothers, sisters 	Strategies for clarification <ul style="list-style-type: none"> ▪ Repetition ▪ Changing questions structure
	Level 2		
	Finger spelling <ul style="list-style-type: none"> ▪ Length of words ▪ Clarity ▪ Speed ▪ Spell back ▪ Receptive and productive skills Role Shift <ul style="list-style-type: none"> ▪ Explain why this is important in BSL ▪ Use of dialogues with peers ▪ Transform this into a role shift 	BSL sentence structure <ul style="list-style-type: none"> ▪ Recognise the difference between English structure and BSL structure Use BSL structure in story telling Vocabulary <ul style="list-style-type: none"> ▪ Travel ▪ Holidays ▪ Shopping ▪ Spending ▪ Eating and drinking 	Conversations <ul style="list-style-type: none"> ▪ Placement ▪ Hand shape ▪ Turn-taking ▪ Eye gaze ▪ Questions and answers ▪ Maintaining a conversation Signing Space, pace and flow <ul style="list-style-type: none"> ▪ Use correct signing space for BSL ▪ Use of filming peers and giving feedback ▪ Ensure that pace and flow is not too fast or too slow
	Level 3		
	Covers 6 different topics: home life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.		
	Use receptive and productive skills to engage in varied social interaction. <ul style="list-style-type: none"> ▪ Opinion and beliefs ▪ Instruction and advice ▪ Adapt own language appropriately (Formal and informal) 	Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language. <ul style="list-style-type: none"> ▪ Timelines ▪ Range of aspect ▪ Range of modal verbs ▪ Classifiers ▪ Negation and affirmation 	Understand sustained signed communication containing varied language <ul style="list-style-type: none"> ▪ Recognise and distinguish facts, opinions, beliefs and feelings. ▪ Deaf studies

Speech & Language Therapy (SaLT)

Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.

AUTUMN 1
Theme: Story Telling and Retelling
Principles

- Creating and telling stories to develop skills in narrative and character perspective

Language Skills:

- Describe, Retell, Sequence.
- Blanks Levels 2 and 3

Communication Skills

- Create and Retell a story
- Show awareness of shared knowledge and perspective taking

AUTUMN 2
Theme: Social Thinking: Zones of Regulation, People reading
Principles

- Feelings vocabulary to be linked with coloured zones of regulation.
- Actions and behaviours and others' perspective
- Management of own behaviours comfortable and uncomfortable thoughts

Language Skills

- Describing the feelings in themselves and others
- Impact and Consequences Blanks level 3

Communication Skills

- Sharing thoughts, applying knowledge

SPRING 1 and 2
Themes: Live English SMiLE
Principles

- Strategies to communicate with members of the public who don't know BSL

Language Skills

- Spoken English
- Written English
- Pictures
- Pointing
- Gesture

Communication Skills

- Enter and Greet
- Student's module focus
- Leave politely

SUMMER 1
Themes: Critical Thinking and Problem Solving
Principles

- To analyse, discuss and problem solve within a small group.

Language Skills

- Blanks Level 3 concrete explanations and opinions

Communication Skills
 Team working skills

- Discuss
- Negotiate
- Explain
- Reason

SUMMER TERM 2
 Theme: Lego Therapy
Principles

- Using the principles of Lego Therapy children will work in groups of 2-4 undertaking roles of: Engineer, Builder, Supplier

Language Skills:

- Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain

Communication Skills

- Team working
- Problem Solving
- Perspective Taking
- Flexibility

The science curriculum aims to help pupils develop basic scientific ideas and understanding about the biological and physical aspects of the world, and the processes through which they develop this knowledge and understanding.			
Science	<p>Laboratory rules and safety:</p> <ul style="list-style-type: none"> ▪ Introduction to the lab, safety rules ▪ Measuring volume ▪ Measuring temperature 	<p>Gas Exchange:</p> <ul style="list-style-type: none"> ▪ Gas exchange structure in humans ▪ Breathing mechanism ▪ Effects of smoking and asthma ▪ Gas Exchange in Plants 	<p>Photosynthesis and Respiration:</p> <ul style="list-style-type: none"> ▪ Aerobic v. Anaerobic Respiration ▪ Photosynthesis mechanism ▪ Plant adaptations to and the environmental role of Photosynthesis
	<p>Cells and Organisation:</p> <ul style="list-style-type: none"> ▪ Living and non-living (MRS GREN) ▪ Variety of life (animals and plants, vertebrates and invertebrates, vertebrate groups) ▪ Plant v Animal cells ▪ Specialist Cells ▪ Unicellular organisms ▪ Tissues, Organs & Organ Systems ▪ Introduction to life cycles to show changes in aging of humans and other vertebrates <p>Acids and Alkalis:</p> <ul style="list-style-type: none"> ▪ Properties ▪ Indicators (pH scale) ▪ Neutralisation 	<p>Behaviour of Particles:</p> <ul style="list-style-type: none"> ▪ Solids/Liquids and Gases ▪ Properties of materials (expansion, diffusion, pressure) ▪ Particle motion ▪ Separation of mixtures <p>Light and Waves:</p> <ul style="list-style-type: none"> ▪ Properties of Light ▪ Transmission through materials ▪ Reflection ▪ Refraction ▪ Spectrum and colours of light 	<p>Chemical Reactions:</p> <ul style="list-style-type: none"> ▪ Reversible v irreversible reactions ▪ Types of chemical reaction ▪ Gas tests ▪ Factors effecting rate of reaction <p>Plant Reproduction:</p> <ul style="list-style-type: none"> ▪ Plant life cycle ▪ Germination ▪ Flower parts ▪ Pollination ▪ Seed dispersal

Computing	Pupils will learn about the following areas of computing through; presentations, word processing, drawing, animation, spreadsheets, databases, Scratch (graphical language) or Python (text based) depending on past experience and ability.		
	<p>Data</p> <ul style="list-style-type: none"> ▪ Representation and Quality ▪ Logic Gates ▪ Binary Numbers <p>Communication and Networks</p> <ul style="list-style-type: none"> ▪ Online privacy ▪ How websites work ▪ Protocols ▪ Encryption ▪ Decryption 	<p>Hardware and Processing</p> <ul style="list-style-type: none"> ▪ Utility Software – purpose and features ▪ Operating Systems ▪ Instruction Sets <p>Programming and Development</p> <ul style="list-style-type: none"> ▪ Variables ▪ Parameters ▪ Loops ▪ IDE 	<p>Algorithm</p> <ul style="list-style-type: none"> ▪ Switch/Case statements ▪ Designing algorithms ▪ Effective algorithms ▪ Bubble sort (text/numbers) ▪ Insertion sort (text/numbers) <p>Information Technology</p> <ul style="list-style-type: none"> ▪ Creative Projects ▪ Collect data ▪ Analyse data ▪ Evaluate data ▪ Uses a range of media ▪ User feedback ▪ Consider Social, Economic, Political, Legal, Ethical, Moral issues
Geography	Pupils study a range of topics at local, national and international scales. Pupils use a variety of resources, map skills and atlases throughout the year.		
	<p>How do we collect Geographical information?</p> <ul style="list-style-type: none"> ▪ Geographical skills and collection of data through map work, human field work and enquiry techniques to collect data in and around the local area. ▪ Map skills – the use of OS maps, atlases, digital maps linked to collection of data, and changes over time. 	<p>Where does everyone live in the world?</p> <ul style="list-style-type: none"> ▪ Compare population and settlement throughout the world. Urban, rural (villages, towns, cities) and mega cities ▪ Changing population & migration. What are the effects of changing population on an area? ▪ How is the world developing? Comparison of different places and environments. ▪ Settlement data collection and fieldwork. 	<p>Are we looking after our world?</p> <ul style="list-style-type: none"> ▪ Energy (renewable and non-renewable), resources and recycling. ▪ Global warming/climate change. Effects of flooding, drought and tropical storms ▪ Practical collection of data, what are we doing at RSDD and pupils homes. ▪ Cross curricular fieldwork skills – 2 days of collecting and writing up data linked to geography and science, using skills from maths, English and computing.

History

The curriculum aims to develop pupils understanding and awareness of historical concepts and events through the use of real artefacts and local visits where appropriate. Depth of content and extension will vary depending on individual needs.

The Formation of England (Pre-1066)

- Compare England from the time of Alfred the Great with now, noting the visual and societal differences
- Use images and maps from different regions
- Identify the important roles of Alfred the Great's children and Grandchildren regarding the formation of England under one Monarch
- Retell historical facts

William the Conqueror and the Feudal System

- Explore who had the strongest claim to the throne of England in 1066
- Learn Key vocabulary around 1066 and the Battle of Hastings.
- Identify the main claimers of the Throne in England in 1066.
- Explore why William the Conqueror won the Battle of Hastings.
- Norman castles: Exploring the development of Castles in Britain as a result of Norman conquest
- Learn about the Feudal system

The Black Death

- Learn the symptoms of the Black Death
- Why the Black death spread so quickly and killed so many
- The decrease in population after the Black Death and what this meant for Peasants

The Peasant's Revolt

- The context of the Peasants Revolt and how it was linked to the Feudal system and rising taxes
- Explore the key events of the Peasant's Revolt and what Watt Tyler and Richard II wanted.
- Describe the aftermath of the Peasant's revolt and what it meant for Peasant's lives.

The War of the Roses

- Explore key figures and events of the War of the Roses, identifying how people were all related and important moments along the 34 year conflict
- Focus on key Topic related vocabulary around Lancaster and York.
- Identify key events in the story of the Battle of Hastings relating to these characters
- Introduction to Henry Tudor and the Battle of Bosworth Fields as Segway into the Tudors

Art & Design			
The curriculum aims to develop pupil's creative experiences, techniques and analytical skills. Pupils will learn about great artists and designers in order to develop their own skills.			
Art & Design	<p>Cakes and Sweets Mod Roc</p> <ul style="list-style-type: none"> ▪ To draw the Wayne Thiebaud Gumball Machine ▪ To learn about the colour wheel ▪ To use the watercolour to paint the gumball machine ▪ To understand how to apply tone to the work ▪ To learn to draw a 3D form (cupcake) from observation ▪ To create a Modroc Cupcake ▪ Evaluation 	<p>Day of the Dead activities</p> <ul style="list-style-type: none"> ▪ An Introduction to Mexican Culture and Day of the Dead festival ▪ To create a drawing of a skull in the style of the artist Carolyn Leigh on a piece of black paper using a white pencil ▪ To produce an observational drawing of Day of the Dead skull and patterns using felt tips and a fine line pen ▪ To create a paper collage of patterned skulls. ▪ To do a colourful oil pastel study ▪ To colour a paper face mask using felt tips with the reference to Thaneeya McArdle ▪ To make a 3D clay 'sugar skull' 	<p>Printing</p> <p>To explore different printing techniques:</p> <ul style="list-style-type: none"> ▪ Relief Collagraph Printing of a pepper (vegetable) ▪ Lino Printing of self with the reference to Kathe Kolwitz ▪ String Printing to make a wallpaper of a beetle ▪ Mono printing of trainers. ▪ Indian block-printing of simple shapes on a piece of fabric ▪ Potato Printing inspired by Orla Kiely

Textiles	<p>The curriculum aims to develop pupils creative experiences using a range of textiles and techniques and analytical skills. Pupils will learn about great artists and textiles designers to develop their own skills. Pupils will be involved in at least one project each term.</p>		
	<p>Jon Burgerman inspired product in felt & tie-dye</p> <ul style="list-style-type: none"> ▪ Pupils complete their own samples of rendering and use these techniques to add colour to the Burgerman Characters they have selected ▪ To create a research page on the artist Jon Burgerman ▪ Use a sewing machine to follow the outlines of the Burgerman Characters ▪ Create a sample of different stitching on the sewing machine ▪ Create a tie dye sample for you to create your Burgerman characters on ▪ Draw your own Jon Burgerman style characters ▪ Using your chosen design, draw your paper pattern pieces for each part of your character ▪ Cut out your fabric and tack together ▪ Create one of your design ideas using a sewing machine stitch ▪ Learn how to sew a button and create a sample ▪ Complete Jon Burgerman textiles pieces 	<p>Edo Morales Selfie</p> <ul style="list-style-type: none"> ▪ Look at the work of Ed Morales ▪ Complete mark making exercises and use these over their photograph ▪ Learn new textile techniques of collograph, monoprints and raw edge machine applique ▪ Begin final pieces – focusing on the background prints to begin with. ▪ Begin to add in the details of their final piece ▪ Analyse and evaluate 	<p>Holly Levell Cushion</p> <ul style="list-style-type: none"> ▪ Look at the work of Holly Levell. Introduction to analysing artists work as a class ▪ Observational sketches – shading techniques using coloured pencils ▪ Sampling textile techniques, embroidery, tie dye and applique. Evaluation of samples ▪ Create x4 different cushion designs ▪ Complete design pages and prepare tie dye ▪ Practical for the front panel of the cushion – applique / embroidery ▪ Continue with hand stitching whilst rotating to use sewing machines to sew up their cushions ▪ Final finishing touches on practical work

	<p>Fabric Weaving Activities</p> <ul style="list-style-type: none"> ▪ Create a basket weaving piece using yarns for weaving ▪ Make a Sun Burst Weaving piece using materials for weaving ▪ Create a hula hoop weaving piece using different pieces of fabric and ribbons for weaving ▪ Collect fallen leaves, petals, twigs or foliage on a nature walk around the school and use them to make a nature weaving piece ▪ Make a rainbow weaving piece using coloured wools for weaving 	<p>Sock Monsters</p> <ul style="list-style-type: none"> ▪ Create a PowerPoint on John Murphy ▪ Create design ideas to make a sock monster inspired by John Murphy ▪ Make a sock monster using material such as old/odd socks, buttons, beads and ribbon ▪ Evaluate 	
	<p>Our Fabric faces</p> <p>Exploring Fabrics</p> <ul style="list-style-type: none"> ▪ Explore fabrics <p>Making Hair</p> <ul style="list-style-type: none"> ▪ Explore and evaluate how hair is created using different materials ▪ Select a material and shape it <p>Joining Fabrics</p> <ul style="list-style-type: none"> ▪ Join fabrics together and attach different materials <p>Face Shapes and Templates</p> <ul style="list-style-type: none"> ▪ Cut on a line and use a template to create a fabric face shape <p>Designing Our Fabric Faces</p> <ul style="list-style-type: none"> ▪ Create and follow a design criteria ▪ Think of ideas, discuss them and then create a design <p>Making Our Fabric Faces</p> <ul style="list-style-type: none"> ▪ Carefully select fabrics and materials. ▪ Follow a design carefully and use different tools to make a fabric face 	<p>Fabric Buntings</p> <ul style="list-style-type: none"> ▪ Design a bunting flag ▪ Use a paper template to help cut out a fabric shape ▪ Use a running stitch to join fabric ▪ Select fabrics that are suitable for decorating my bunting ▪ Join fabrics ▪ Evaluation 	

Food Technology	Pupils will develop an understanding about the foundations of healthy eating, cooking and nutrition. This will be demonstrated through a series of planning, making and evaluating a variety of modified healthy products and making links to the Eatwell guide.	
	<p>Selecting and using tools and equipment safely Practical work will include:</p> <ul style="list-style-type: none"> ▪ Homemade pizza ▪ Fruit crumble ▪ Vegetable soup ▪ Pasta salad ▪ Meringue nests 	<p>Understanding the function of ingredients. Selecting ingredients and making products to increase the use of fruit and vegetables in our diet focussing on the importance of buying locally produced foods in order to reduce the global impact of moving foods.</p> <p>Practical work will include:</p> <ul style="list-style-type: none"> ▪ Jam making & plate tart ▪ Cottage pie ▪ Stir fry ▪ Burritos ▪ Lemon Bars
Design & Technology	The curriculum aims to develop pupil's creative design work through practising different manufacturing skills, techniques and processes. Theory related learning covers key aspects of materials technology, sustainability, health and safety. Pupils will make a variety of projects from the options below.	
	<p>Rotation 1 Jitterbug – design and manufacture an electronic vibrating bug from acrylic</p> <p>Swing creature – design and manufacture an old fashioned swinging children's toy using softwood and ply</p> <p>Door sign – design and manufacture a personalised door sign for a bedroom using ply and MDF</p> <p>Monster picker – design and manufacture a monster inspired litter picker using softwood and ply</p>	<p>Rotation 2 Memphis clock – design and manufacture a clock using acrylic and HIPS based on the strong shapes and colours used during the Memphis movement</p> <p>Desk tidy - design and manufacture a desk tidy using timbers, plastics and metals to keep your desk free of clutter</p> <p>Deaf shaky hand game - design and manufacture an electronic game suitable for deaf users</p>

	<p>Rotation 1</p> <p>Ball maze - design and manufacture a ball maze from softwood and ply</p> <p>Spinning top - design and manufacture a pair of spinning top and launching device from softwood and ply</p> <p>Badge/magnet - design and manufacture an RSDD badge or fridge magnet followed by a design of your own choosing</p>	<p>Rotation 2</p> <p>Jitterbug - design and manufacture an electronic vibrating bug from acrylic</p> <p>Swing creature - design and manufacture an old fashioned swinging children's toy using softwood and ply</p> <p>Door sign - design and manufacture a personalised door sign for a bedroom using ply and MDF</p> <p>Monster picker - design and manufacture a monster inspired litter picker using softwood and ply</p>
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<p>Music</p>	<p>The curriculum aims to develop pupils knowledge of music, instruments and rhythm. Pupil's have the opportunity to be involved in the school signing choir and also in school productions.</p>	
	<p>Melody and accompaniment</p> <ul style="list-style-type: none"> ▪ Explore the concepts of melody and different kinds of accompaniment from chords to countermelody ▪ Explore the concepts of melody and scale, and will learn the notes for a Pentatonic scale in C. ▪ Use keyboards and a mix of other instruments to explore, play and then compose a melody using Pentatonic notes 	<p>Exploring Classical music and the Orchestra</p> <ul style="list-style-type: none"> ▪ Learn about different instruments and instrument families of the Orchestra and the role of the Conductor ▪ Explore famous deaf Classical musicians both old and new represented by Beethoven and Evelyn Glennie <p>Gamelan Music</p> <ul style="list-style-type: none"> ▪ Learn about Gamelan music of Indonesia, where and why it is performed. ▪ Explore the instrumentation, texture and structure of Gamelan music

Drama	The Curriculum aims to develop pupils' performance skills and confidence through creative group work.		
	<p>Mime</p> <ul style="list-style-type: none"> ▪ Developing techniques of non-verbal communication in drama ▪ Using imaginative skills to develop stories in mime ▪ Develop confidence in using physical skills to communicate a story ▪ Creating and recording a video performance of a story 	<p>Pantomime</p> <ul style="list-style-type: none"> ▪ Exploring stagecraft in a Pantomime ▪ Develop performance skills by taking on a specific role in a story ▪ Work in a group to explore the text and create a dramatic performance ▪ Creating and recording a video performance of a play 	
Physical Education (PE)	The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.		
	<p>OAA Team work, simple map reading skills</p> <p>Dodgeball Target sport which focuses on throwing and catching and attempting to outwit opponents</p> <p>Gymnastics Using basic movement to copy and create a routine</p> <p>Basketball Small sided games focusing on passing, dribbling and shooting</p>	<p>Tri Golf Skills linked to golf – putting, chipping, stance and swing, sessions delivered by golf coach.</p> <p>Tennis Movement around the court, backhand, forehand shots, overarm and underarm serve</p> <p>Trampolining To work through the British Gymnastics trampoline award scheme</p>	<p>Football Skills related to spatial awareness, passing, scoring, dribbling and movement with the ball</p> <p>Cycling Skills related to use of brakes, gears and balance on a 2 or 3 wheel bike.</p> <p>Athletics Practice track and field events then record distance and times</p> <p>Cricket Catch, throw, field and batting</p>

Citizenship			
Citizenship	Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages interest in controversial topics to engage young people in discussions and debates. Pupils learn about rights, responsibilities and take part in decision making activities.		
	<p>Getting to know the Secondary Department</p> <ul style="list-style-type: none"> ▪ Timetables ▪ Staff ▪ Organisation <p>Deaf Identity and Heritage</p> <ul style="list-style-type: none"> ▪ Meeting members of the deaf community ▪ Deaf awareness and history ▪ History of RSDD <p>Remembrance Day</p> <ul style="list-style-type: none"> ▪ Why do we have Remembrance Day? <p>Citizenship</p> <ul style="list-style-type: none"> ▪ How to be a good citizen in the wider community ▪ How to be a good citizen in school <p>The Monarchy</p> <ul style="list-style-type: none"> ▪ Members of the Monarchy ▪ The role of the Monarchy <p>Christmas Traditions</p> <ul style="list-style-type: none"> ▪ Christmas celebrations across the world 	<p>Rights & Responsibilities</p> <ul style="list-style-type: none"> ▪ What rights should all children have? ▪ What are our responsibilities? <p>Community Project</p> <ul style="list-style-type: none"> ▪ A project to improve the school environment <p>Politics</p> <ul style="list-style-type: none"> ▪ Political Parties in the UK ▪ Elections in the UK ▪ School election – vote for a themed lunch 	<p>School Enterprise Project</p> <ul style="list-style-type: none"> ▪ Pupils supported to be social entrepreneurs, fundraisers, campaigners and volunteers for charities and good causes ▪ Use skill, imagination and peers to develop mini charity projects to benefit the wider community ▪ Organise a stall for Open Day ▪ Work within a theme and budget ▪ Create advertising materials ▪ Communicate with others ▪ Develop an understanding of buying and selling

Careers Education Information & Guidance	Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.		
	<p>Skills & Qualities</p> <ul style="list-style-type: none"> ▪ What am I good at? ▪ What do I need to improve? ▪ What were my biggest achievements in primary? <p>Developing skills and aspirations</p> <ul style="list-style-type: none"> ▪ How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity ▪ About a broad range of careers and the abilities and qualities required for different careers about equality of opportunity ▪ How to challenge stereotypes, broaden their horizons and how to identify future career aspirations ▪ About the link between values and career choices 	<p>Setting Targets</p> <ul style="list-style-type: none"> ▪ How to set targets ▪ Setting long term and short term targets 	<p>Routes to Employment</p> <ul style="list-style-type: none"> ▪ People follow different pathways to employment i.e. through education/work <p>Employment</p> <ul style="list-style-type: none"> ▪ What are the different types of employment e.g. voluntary, full time, part time
Religious Education (RE)	The RE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.		
	<p>What does it take for a new religion to start?</p> <ul style="list-style-type: none"> ▪ What is religion? ▪ Symbols ▪ How religion started ▪ What makes a good leader? ▪ Places of worship <p>Religious artefacts</p>	<p>How can people decide if God is real, and what God is like?</p> <ul style="list-style-type: none"> ▪ Focus on key beliefs in main six world religions ▪ God in Christianity ▪ The five pillars in Islam ▪ The Trimurti in Hinduism ▪ The Holy Trinity in Christianity 	<p>Do we need to prove God's existence?</p> <ul style="list-style-type: none"> ▪ Explain arguments for the existence of God ▪ Explain one or more arguments for the existence of God. Contrast one argument for the existence of God with a non-religious world view for example Humanist

PSHE	<p>PSHE is designed to help our pupils develop fully as individuals and as members of families and social and economic communities. Pupils will have the opportunity to be equipped with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.</p>		
	<p>Identity</p> <ul style="list-style-type: none"> ▪ This is me ▪ How I communicate <p>Looking after myself</p> <ul style="list-style-type: none"> ▪ Staying healthy ▪ Personal hygiene ▪ Keeping myself safe ▪ E Safety 	<p>Emotions</p> <ul style="list-style-type: none"> ▪ My emotions ▪ Core emotion groups ▪ The emotional barometer <p>Being a friend</p> <ul style="list-style-type: none"> ▪ Good friendship behaviour ▪ Friendship problems- my behaviour can affect others ▪ Developing strategies for managing feelings ▪ When I have a problem <p>Growing up</p> <ul style="list-style-type: none"> ▪ Inside men and women ▪ How babies are made ▪ Changing bodies ▪ Looking after babies 	<p>Nationality</p> <ul style="list-style-type: none"> ▪ What is British? ▪ How do I self-identify? ▪ What are the core British values? ▪ Social stories of migration and identity ▪ Special people in our community, including the emergency services and contacting them <p>SMILE</p> <ul style="list-style-type: none"> ▪ Communicating with unfamiliar people ▪ Developing strategies for being understood
Wellbeing	<p>Wellbeing lessons aim to support PSHE lessons in helping pupils develop the knowledge, skills and attributes needed to protect and enhance their wellbeing, stay safe and healthy, build and maintain successful relationships.</p>		
	<p>Transition and safety</p> <ul style="list-style-type: none"> ▪ How to identify, express and manage their emotions in a constructive way ▪ How to manage the challenges of moving to a new school ▪ How to establish and manage friendships ▪ World Mental Health Day (10/10/23) ▪ Anti-Bullying Week (13/11/23 – 17/11/23) ▪ First Aid Awareness ▪ Audiology 	<p>Diversity</p> <ul style="list-style-type: none"> ▪ About living in a diverse society ▪ How to challenge prejudice, stereotypes and discrimination ▪ The signs and effects of all types of bullying, including online ▪ How to respond to bullying of any kind, including online ▪ How to support others ▪ 'Alright Charlie' (Online Safety/Safer Internet Day 06/02/24) ▪ World Health Day (07/04/24) 	<p>Building relationships</p> <ul style="list-style-type: none"> ▪ How to develop self-worth and self-efficacy ▪ About qualities and behaviours relating to different types of positive relationships ▪ How to recognise unhealthy relationships ▪ How to recognise and challenge media stereotypes ▪ How to evaluate expectations for romantic relationships ▪ About consent, and how to seek and assertively communicate consent ▪ Pride Month (June 2024)

