



Charlton-on-Otmoor CE Primary School

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Curriculum Policy

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‘Aspire and Grow Together’

Curriculum Intent:

Our intent at Charlton-on-Otmoor is to raise educational standards across all subjects enabling our pupils to achieve academic and personal success.

At the forefront of our curriculum are our three strategic aims:

Having high aspirations for every pupil
Providing pupils with the skills required for the 21st century
Enabling pupils to become global citizens

Our personalised, cohesive ‘**Learning Means the World**’ curriculum is innovative, forward-thinking and highly relevant – dealing with tomorrow’s issues today. It is devoted to providing pupils with a broad and deep level of learning, developing fully rounded individuals, fuelling creativity and resulting in positive change.

Learning Means the World achieves continuity, progression and challenge whilst allowing for creativity and the inclusion of every pupil.

We believe that creating a nurturing environment where our children can explore ideas about the world they live in through the curriculum will enable our children to equip themselves with the skills needed to thrive in the modern world.

Our strong commitment to our school values of Love, Respect, Kindness, Forgiveness, Honesty and Resilience creates the platform for our pupils to safely explore new ideas and develop their learning throughout their educational journey at Charlton.

The aims of our curriculum Learning Means the World:

- To excite and enthuse learners and teachers
- To inspire stimulating learning environments
- To create purposeful, immersive and memorable learning
- To develop and deepen pupils’ skills, knowledge and understanding across the curriculum through a diverse range of themes
- To ensure a cohesive curriculum, where learning is built on systematically, improving and emphasising consistency and progression throughout the school
- To equip learners to become agents of change, exploring and championing global causes
- To support pupils in exploring challenging and controversial global and social justice issues
- To help pupils to make sense of our inter-connected world
- To help pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others
- To create strong learning links through a joined-up approach
- To empower pupils and boost their confidence
- To allow pupils to display their understanding in multiple ways

- To ensure inclusivity through an accessible and relevant curriculum
- To value, support and celebrate cultural diversity

Curriculum Implementation:

Learning Means the World is meticulously planned and fully resourced to develop pupils' resilience, communication and life skills within real-life contexts. Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and inter-dependent world.

'Learning Means the World' reflects the real world. It is a relevant curriculum that promotes independence, creativity and curiosity to help pupils become collaborators, innovators and leaders.

'Learning Means the World' takes an inter-disciplinary approach to learning and puts great emphasis on curriculum depth. It is 'hands-on', 'minds-on' and 'hearts-on' and makes pupil agency a key feature of the curriculum. The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning. It offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate and transfer their learning.

Our **Skills Ladder** is the bedrock of our curriculum model, giving a clear upward trajectory of subject-specific, skills-based learning. Coupled with a system of knowledge progression, called **Knowledge Building**, this ensures rigour and coverage and provides subject leaders with a clear, birds-eye view of progression. Knowledge is sequenced and mapped deliberately with six distinct fundamental learning pillars for each subject using progressive cognitive blocks. These are then applied to each thematic unit in the form of knowledge statements, that increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.

Elements such as our Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences also ensure a greater **depth of learning**. Concept Flows give a logical sequence to learning and the Learning Pathways ensure pupils experience clear progression in the defined characteristics of effective learning.

The 4Cs

At the forefront of 'Learning Means the World' are world issues centred around the four Cs of Communication, Conflict, Conservation and Culture.

Communication

Communication is the foundation of all human relationships and affects all aspects of our lives. It spreads knowledge and information across cultures, countries and generations. With more means of communication than ever, there are now even more ways to be misunderstood than ever. Having good communication skills involves being aware of both sender and receiver. Pupils need to learn how to communicate clearly and positively, using verbal and non-verbal skills to get their ideas and feelings across, to receive other people's messages and to resolve conflict.

Conflict

Poverty and political, social, and economic inequalities between groups predispose them to conflict. Many of the world's poorest countries are suffering, or have recently suffered, from large scale violent conflict. Wars in developing countries have heavy human, economic, and social costs and are a major cause of poverty and underdevelopment. Understanding world history would be impossible without understanding the conflicts that have shaped it. Pupils need to learn how to handle disagreements constructively and resolve their differences. Conflict can be seen as an opportunity for learning about and understanding our differences.

Conservation

The population of human beings has grown enormously in the past two centuries and billions of people use up resources quickly. It's normal to feel powerless when faced with the enormity of world conservation issues, but pupils need to know that small actions can make a big difference.

Culture

Cultures evolve continuously, as people interact with one another, producing an intermingling of values, and material ways of life. Our communities are becoming increasingly diverse, creating a fusion of people

of many religions, languages, economic and cultural groups. An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic divisions. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities.

Curriculum Depth

Our curriculum focuses on common attributes that ensure the provision of a deep curriculum and that underpins our thematic units:-

- Meaning and relevance
- Opportunities for enquiry
- Development of critical, creative and high order thinking skills
- Integration of subjects
- Provision of access to information from a range of sources and viewpoints
- Authenticity of end products

Curriculum Breadth

As well as the full breadth of subject coverage, our curriculum includes the use of a breadth of pedagogical approaches and offers a broad range of learning experiences.

Subject Coverage

English

Each thematic unit has literacy elements, including suggested core texts, which cover the broadest range of genres. These are linked to other areas of the curriculum, to provide rich learning experiences. Speaking and Listening is a key focus of our curriculum, highlighted by the 4Cs Communication thread. The Skills Ladder shows the progression of learning from Early Years to Year 6. English is taught through a text-led approach (please see the English policy) however texts, where possible and relevant are aligned with Learning Means the World.

Mathematics

Thematic units have a maths links section, covering specific mathematical skills. This is an opportunity for pupils to apply learning through discrete maths lessons into different theme-related contexts. These are linked to other areas of the curriculum, to provide rich learning experiences.

Science

Science is taught directly through thematic units. Science is taught through working scientifically (involving practical investigation, observation and application skills, enquiry and research) alongside specific taught subject knowledge. Learning takes place both inside and outside the classroom.

Foundation Subjects

The foundation subjects of Art and Design, Design Technology, Geography, History, ICT / Computing and Music are taught through thematic units. Each subject is taught using a combination of specific subject knowledge, subject skills, enquiry and, where relevant, fieldwork. Learning takes place both inside and outside the classroom.

PSHE has many connections with the thematic units. However, this is taught separately through the 3D PSHE Programme during the weekly class collective worship.



















PE and Religious Education are not taught through the thematic units. Religious Education is taught using the Oxford Diocese schemes of learning with Physical Education taught using the lesson plans derived from Primary PE Planning.

Curriculum Mapping



















Our comprehensive, thematic, creative curriculum is mapped out on a two yearly cycle to ensure progression in learning across the school.

Each of the four classes follow the two year cycle. Cycle A will be taught starting in September 2021 with Cycle B beginning in September 2022.

Explorers Class (Early Years)



















EXPLORERS THEME CYCLE		
	CYCLE A	CYCLE B
Theme 1 06.09.21 - 15.10.21	 'Happy to Be Me' <i>All About Me</i>	 Tell Us a Story <i>Well-Known Stories</i>
Teacher Choice 18.10.21 - 12.11.21	 Humpty and Friends	 Way Back When...
Theme 2 15.11.21 - 14.01.22	 Under the Sea <i>Stories of Friendship and Trust</i>	 'Come Fly With Me!' <i>Asia</i>
Teacher Choice 17.01.22 - 04.02.22	 Over the Rainbow	 Animal Crackers
Theme 3 07.02.22 - 25.03.22	 Help is at Hand <i>Who Helps Us</i>	 'Let's Play' <i>Toys and Games</i>
Whole School Theme 28.03.22 - 08.04.22 25.04.22 - 29.04.22	 REACH Week Easter / May Day Preparation	 REACH Week Easter / May Day Preparation
Teacher Choice 03.05.22 - 20.05.22	 Food, Glorious Food	 If You Go Down to the Woods...
Theme 4 23.05.22 - 08.07.22	 No Place Like Home <i>All Kinds of Houses and Homes</i>	 'What On Earth...?' <i>Showing Respect for Our World</i>
Whole School Theme 11.07.22 - 15.07.22	 Challenge Week	 Challenge Week

Pathfinders (Year 1 and 2)

PATHFINDERS THEME CYCLES		
	CYCLE A	CYCLE B
Theme 1 06.09.21 - 15.10.21	 'Happily Ever After' <i>Fairy Tales</i>	 'Inter-Nation Media Station' <i>Media / Broadcasting</i>
NC Essentials Geography 18.10.21 - 12.11.21	 'Never Eat Shredded Wheat'	 'Paddington's Passport'
Theme 2 15.11.21 - 14.01.22	 'Come Fly With Me!' <i>Arctic Circle</i>	 'Zero to Hero' <i>Inspirational Figures, Past and Present</i>
Competency Units 17.01.22 - 04.02.22	 'Royal Patrons' <i>Queen Victoria and Elizabeth II</i>	 'Powhatan People' <i>The Story of Pocahontas</i>
Theme 3 07.02.22 - 25.03.22	 'Unity in the Community' <i>Where I Belong</i>	 'Land Ahoy!' <i>Pirates</i>
Whole School Theme 28.03.22 - 08.04.22 25.04.22 - 29.04.22	 REACH Week Easter / May Day Preparation	 REACH Week Easter / May Day Preparation
Competency Units 03.05.22 - 20.05.22	 'The Wordsmith' <i>The Story of Ignatius Sancho</i>	 'Medicine Woman' <i>The Story of Elizabeth Blackwell</i>
Theme 4 23.05.22 - 08.07.22	 'Going Wild!' <i>All About Humans and Animals</i>	 'Light Up the World' <i>The Sun - Light and Heat</i>
Whole School Theme 11.07.22 - 15.07.22	 Challenge Week	 Challenge Week



















Adventurers (Year 3 and 4)

ADVENTURERS THEME CYCLES

	CYCLE A	CYCLE B
Theme 1 06.09.21 - 15.10.21	 'Lightning Speed' <i>The World Wide Web</i>	 'That's All, Folks!' <i>Film and Animation</i>
Competency Units 18.10.21 - 12.11.21	 'Lindow Man' <i>The Story of Prehistoric Man</i>	 'Saxon King' <i>The Story of Harold Godwinson</i>
Theme 2 15.11.21 - 14.01.22	 'Come Fly With Me!' <i>Africa</i>	 'Cry Freedom' <i>The Story of Slavery</i>
NC Essentials Science 17.01.22 - 04.02.22	 'May the Force Be With You'	 'Rocky the Findosaur'
Theme 3 07.02.22 - 25.03.22	 'Athens v Sparta' <i>Conflict in Ancient Greece</i>	 'Law and Order' <i>Rules and Rights</i>
Whole School Theme 28.03.22 - 08.04.22 25.04.22 - 29.04.22	 REACH Week Easter / May Day Preparation	 REACH Week Easter / May Day Preparation
NC Ess. Geog / Comp. Unit 03.05.22 - 20.05.22	 'Out and About'	 'Viking Warrior' <i>The Story of Ragnar Lothbrok</i>
Theme 4 23.05.22 - 08.07.22	 'Under the Canopy' <i>Rainforests</i>	 'Picture Our Planet' <i>Photo Stories</i>
Whole School Theme 11.07.22 - 15.07.22	 Challenge Week	 Challenge Week

Navigators (Year 5 and 6)


NAVIGATORS THEME CYCLES




	CYCLE A	CYCLE B
Theme 1 06.09.21 - 15.10.21	 'A World of Bright Ideas' <i>Inventions and Developments</i>	 'Mission Control' <i>Earth and Beyond</i>
Comp. Unit / NC Ess. Geog 18.10.21 - 12.11.21	 'Pharaoh Queen' <i>The Story of Hatshepsut</i>	 'Time Team'
Theme 2 15.11.21 - 14.01.22	 'Come Fly With Me!' <i>America</i>	 'I Have a Dream...!' <i>Discrimination and Prejudice</i>
NC Ess. Science / Geography 17.01.22 - 04.02.22	 'Go With the Flow'	 'In Your Element'
Theme 3 07.02.22 - 25.03.22	 'You're Not Invited' <i>Invaders and Settlers</i>	 'Wars of the World' <i>Wars, Past and Present</i>
Whole School Theme 28.03.22 - 08.04.22 25.04.22 - 29.04.22	 REACH Week Easter / May Day Preparation	 REACH Week Easter / May Day Preparation
Competency Unit 03.05.22 - 20.05.22	 Pupil Voice Project	 'The Rescuers' <i>The Story of Heroes of The Titanic</i>
Theme 4 23.05.22 - 08.07.22	 'Full of Beans' <i>Energy</i>	 'Global Warning' <i>Waste and Pollution</i>
Whole School Theme 11.07.22 - 15.07.22	 Challenge Week	 Challenge Week



Curriculum Subject Overviews:

Each curriculum subject has a subject overview which teachers are required to follow throughout the year. **All subjects are taught through Learning Means the World except for English, Maths, PE, Religious Education, French and PSHE.**


The curriculum subjects are included below:





CURRICULUM SUBJECTS OVERVIEW
ART



Learning Pathways	C1		C10		C11		C12	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	3D Form	Painting / Drawing	Painting	Collage / 3D Form	3D Form	Photo Editing Drawing / Painting	Printing	Drawing
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	3D Form	Drawing	Painting / Drawing	3D Form	Painting / Drawing	Printing	Textiles / Collage	Painting / Drawing
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	Textiles / Collage	3D Form	3D Form	Painting	Painting	Brand Design	Drawing	Board Game Design

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CURRICULUM SUBJECTS OVERVIEW
ICT / COMPUTING

Learning Pathways	C1		C10		C11		C12	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Computer Science	Computer Science	Research Multimedia	Multimedia	Multimedia - Computer Science	Multimedia	Multimedia	Data Handling
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	E-Safety	Computer Science	Multimedia	Multimedia	Animation	Networks	Email	Computer Science
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	Multimedia	Computer-Aided Design	Multimedia	Multimedia Data Handling	Multimedia	Computer Science	Multimedia	Multimedia

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CURRICULUM SUBJECTS OVERVIEW
DANCE

Learning Pathways	C1		C10		C11		C12	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Physical Tableaux	Push and Pull		Inuit Drum Dancing	E-motions		Animal Movements	Live Wires
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
		Decision-Making	Jewish Dancing	African Dance	Cartoon Moves		Scottish Reel Capoeira Meke	
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
			Flash Mob	Line Dancing	Orbital Pathways	Lindy Hop	Zumba	



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CURRICULUM SUBJECTS OVERVIEW
DRAMA

Learning Pathways	C1		C10		C11		C12	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
		Pirate Improvisation	Character Roles		The Frog Prince	My School Channel Pupils Interviews	Habitats Under Threat	Noises in the Night
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	Greek Myths	Consequences	Bible Story Festivals of Light			Human LAN		The Enchanted Island
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
		Time Travellers			Moon Landing			World Changers



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CURRICULUM SUBJECTS OVERVIEW
GEOGRAPHY

Learning Pathways	C1		C2		C3		C4	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Local Area Maps and Plans	Continents & Oceans Features Compass Directions	Countries	Weather & Climate Features Maps and Globes			Habitats Physical Features	Countries Global Solar Energy
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	Features Maps and Globes	Countries	Features Maps and Globes	Countries Maps and Globes			Countries Features Weather and Climate	Rainforests Maps and Globes
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	Countries	Countries Maps and Globes	Countries	Maps and Globes Climate Features			Countries Maps and Globes	Maps



CURRICULUM SUBJECTS OVERVIEW
HISTORY

Learning Pathways	C1		C2		C3		C4	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Significant Local Historical Figure / Event		Famous People	The Inuits		History of Broadcasting	Extinction	
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	Ancient Greece	History of Democracy	History of Religions	The Benin	History of Animation	The Worldwide Web		The Mayans
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	World Wars Civil Wars	The Romans	Apartheid Anti-Semitism	Discovery of America Native Americans	The First Moon Landing Satellites	Past Inventions		





CURRICULUM SUBJECTS OVERVIEW
MUSIC

Learning Pathways	C1		C2		C3		C4	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Signs and Symbols	Singing Soundscape	Cheerleading	Singing Inuit Throat Singing	Sound FX	Jingles	African Music Jungle Soundtrack	Light and Dark
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
		Time Rules	Hannukah	African Music		Speed Fiends	Celtic Music	Rumble in the Jungle
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	War Songs	Battle Chants and Soundscape	Folk Music Slave Songs	National Anthems	Cyclic Patterns Musicals	Evolution of Instruments		'Global Warning' Song Composition



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CURRICULUM SUBJECTS OVERVIEW
USE OF LANGUAGE

Learning Pathways	C1		C2		C3		C4	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Making Evaluations Giving Descriptions	Making an Argument Clearly Sequencing	Voicing Opinions Creating Hypotheses	Making Evaluations Making Predictions	Making Comparisons Voicing Opinions	Retelling to Others Making Predictions	Making Comparisons Giving Explanations	Making Deductions Giving Explanations
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	Making an Argument Making Predictions	Making an Argument Making Deductions	Voicing Opinions Clearly Sequencing	Giving Explanations Giving Descriptions	Making Comparisons Retelling to Others	Giving Explanations Voicing Opinions	Making Evaluations Making Comparisons	Creating Hypotheses Making Deductions
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	Clearly Sequencing Giving Descriptions	Making Deductions Voicing Opinions	Giving Descriptions Retelling to Others	Making Comparisons Giving Explanations Making an Argument	Making Deductions Making Predictions	Creating Hypotheses Voicing Opinions	Clearly Sequencing Making Evaluations	Making an Argument Making Evaluations



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CURRICULUM SUBJECTS OVERVIEW
DESIGN TECHNOLOGY

Learning Pathways	C1		C2		C3		C4	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Model of local area	The Pirate Design Project	Design a pair of trainers	Build a lego igloo	The Fairy Design Project	Design Nan's Outfit		Sun Protection
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	Model Parthenon			Food Technology Benin Plaque		Evil Genius Design Project	Weaving Food Technology	Tribal Child Design Project
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
		Soldier Design Project	Paper Clip Jewellery	Dreamcatchers	Spaceman Design Project	Greetings Cards	Food Technology	Board Game



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CURRICULUM SUBJECTS OVERVIEW
SCIENCE

Learning Pathways	C1		C2		C3		C4	
 Pathfinders	Unity in the Community	Land Ahoy!	Zero to Hero	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station	Going Wild	Light Up the World
	Life Processes / Growing	Speed, Sound and Motion	Light and Electricity	Seasons / Materials	New Life / Habitats		Living Things	The Sun / Light and Heat
 Adventurers	Athens v Sparta	Law and Order	A World of Difference	Come Fly With Me! Africa	That's All Folks!	Lightning Speed	Picture Our Planet	Under The Canopy
	Forces		Light	Animals, Including Humans		Electricity	Sound	Plants Habitats
 Navigators	Wars of the World	You're Not Invited	I Have a Dream...	Come Fly With Me! America	Mission Control	A World of Bright Ideas	Full of Beans	Global Warning
	Light		Living Things and Adaptation	Materials	Earth and Space	Forces	Electricity	Materials



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PSHE:

The PSHE curriculum provides a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use 3D PSHE in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy, provided by Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility :-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

PSHE lessons take place once a week and last approximately half an hour. Below is an example of the KS1 Year A Long Term Overview for the 2021-22 academic year. Pupils in KS1 and KS2 follow a two yearly cycle for PSHE.

KS1 Year A Long Term Overview 2021-22

Autumn 1	Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!
Autumn 2	Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 1 Unit 4 LESSON 1: Happiness - Smile! Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...
Spring 1	Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green!

	Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same
Spring 2	Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is... Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is... Core Theme 2 Unit 2 LESSON 4: Behaviour - + and – Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help
Summer 1	Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty
Summer 2	Core Theme 1 Unit 5 LESSON 1: Sun Safety – It’s a Cover Up! Core Theme 1 Unit 5 LESSON 2: Road Safety – Green X Code Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe

French is taught in Key Stage Two through a programme called KAPOW.

Kapow offers full coverage of the KS2 languages curriculum and is categorised into three areas:

- Oracy
- Literacy
- Intercultural Understanding

Both classes in Key Stage Two will have one French lesson each week. Teachers will plan based on a two year cycle covering year 3 and 5 content in Year A and year 4 and 6 content in Year B

Below is an example of the curriculum content for Key Stage Two:

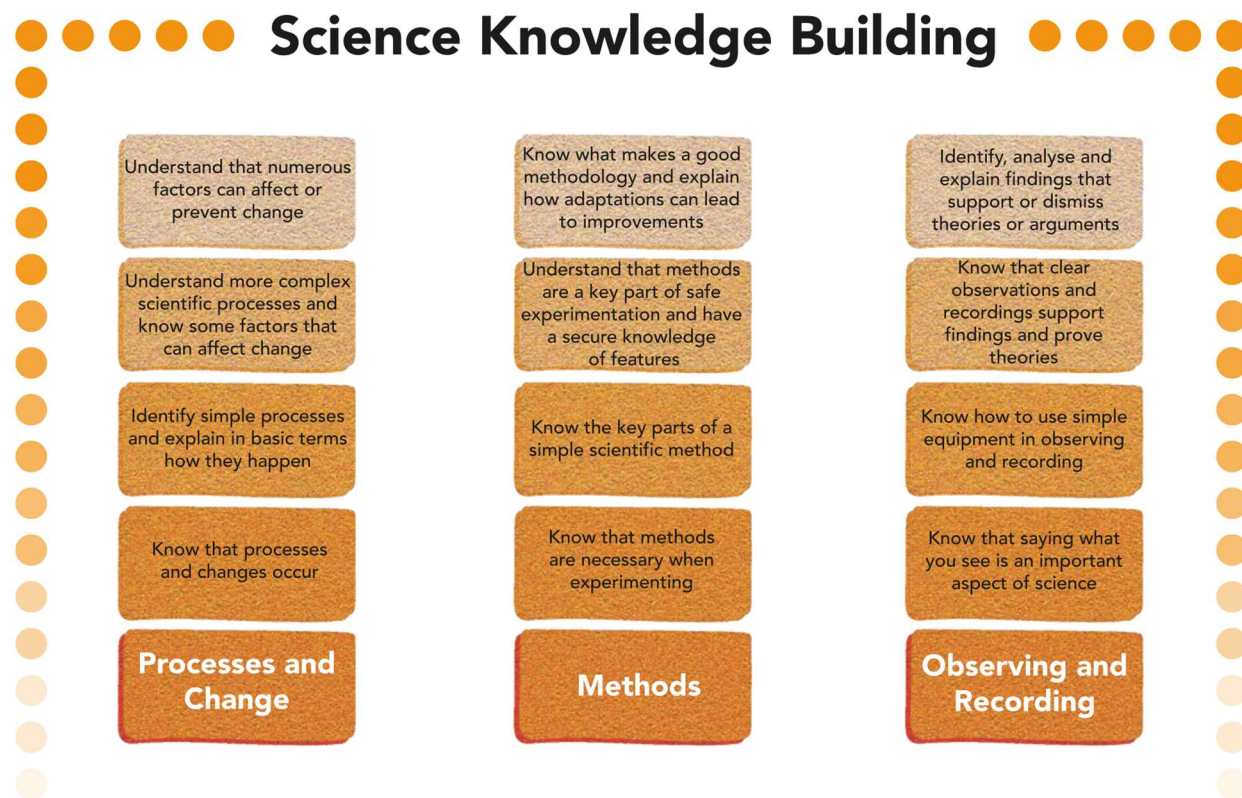
Key stage 2 - National Curriculum French subject content	Kapow Primary's French areas	Kapow Primary's units			
		Y3	Y4	Y5	Y6
Pupils should be taught to:					
Appreciate stories, songs, poems and rhymes in the language	<p>Oracy</p> <p>Literacy</p> <p>Intercultural understanding</p>	French greetings with puppets French adjectives of colour, size and shape Playground games In the classroom Transport Circle of life	Portraits Clothes Numbers, calendars and birthdays Weather and water cycle French food Eurovision	Monster pets Space explorers Shopping French speaking world A week in the life Meet the family	Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
		French greetings with puppets French adjectives of colour, size and shape Playground games In the classroom Transport Circle of life	Portraits Clothes Numbers, calendars and birthdays Weather and water cycle French food Eurovision	Monster pets Space explorers Shopping French speaking world A week in the life Meet the family	Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<p>Oracy</p> <p>Literacy</p>	French greetings with puppets French adjectives of colour, size and shape Playground games In the classroom Transport Circle of life	Portraits Clothes Numbers, calendars and birthdays Weather and water cycle French food Eurovision	Monster pets Space explorers Shopping French speaking world A week in the life Meet the family	Sport and the Olympics French football champions Life at home Planning a holiday Visit to a town

Below is a table showing the progression across Key Stage Two:

Kapow Primary		Key Stage 2 National Curriculum Targets	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> • Responding to single words & short phrases e.g. greetings, numbers • Following classroom instructions • Pointing to objects and repeating a sequence 	<ul style="list-style-type: none"> • Identifying items by colour adjective • Listening and selecting information e.g. weather, points of compass • Decoding vocabulary e.g. Shopping items 	<ul style="list-style-type: none"> • Gisting information from an extended text e.g. solar system • Listening and following the sequence of an unfamiliar story 	<ul style="list-style-type: none"> • Indicating the position of objects from a descriptive paragraph • Understanding phrases to describe, e.g. route to school • Recognising present and future tense sentences 	
Speaking						
Reading						

Knowledge

Within each thematic unit children are taught new knowledge which builds upon knowledge taught in previous themes. The science knowledge building blocks can be seen below:



Progression of skills

Throughout the themes, pupils are taught new skills to enable them to progress as they move through their primary career.

Below is an example of the Science skills ladder in years one and two:

Skills Ladder		
	YEAR ONE	YEAR TWO
INVESTIGATION	Sc1 Suggest what might happen and perform simple tests Sc2 Explore using senses and record findings in simple ways Sc3 Collect evidence to try to answer a question	Sc6 Explore and observe in order to collect data and describe and compare findings Sc7 With help, suggest some ideas and questions and predict what might happen
OBSERVATION	Sc4 Make simple comparisons through observation	Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions Sc9 Observe closely using simple equipment Sc10 Recognise ways in which evidence can be collected
APPLICATION	Sc5 Identify and classify based on simple criteria	Sc11 Use simple scientific language Sc12 Perform simple tests Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays Sc14 Say whether what happened was what was expected and draw simple conclusions to help answer questions

Planning:

Teachers use the Thematic units to plan their lessons. At the start of each new unit, the teachers will complete the medium term planning document. This document will outline for each lesson the learning intention, skills to be focused on and a brief summary of the input and tasks. The medium term planning is divided into three parts which cover the different stages of the learning sequence. Each theme is expected to last six weeks with the competency units lasting three.

Below is an example of the medium term planning taken from the year 3/4 unit 'Lightning Speed'.

Adventurers Medium Term Plan – Lightning Speed – 'The World Wide Web'

Church of England School

6th September 2021 to 15th October 2021

Charlton-on-Otmoor

	Catalyst question & Subjects	Key learning intention	What Skills children will be learning? (taken from the skills ladder)	Key Input and Tasks
Week 1 & 2 6th to 17th September	Pupil Led Starter			
Part 1:	How do people stay connected?			
	Essential Learning Experience – Visit from a web designer			
	Children to create their own chronology showing the changing methods of exchanging ideas and information, choosing what they believe to be the ten most significant and life-changing inventions linked directly to communication and providing further information about three of them.			
	ICT/Computing	To understand that the computers in a school are connected together in a network	ICT 20 – Identify the opportunities computer networks offer for communication and collaboration	Introducing what we mean by a LAN. Network hunt around the school. Connecting the devices on the map.
	Science	To identify common appliances that run on electricity. (Concept A)	SC16 – With help, set up and carry out simple practical enquiries, comparative and fair tests. SC23 – Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables SC25 – Set up and carry out simple practical enquiries, comparative and fair tests SC35 – Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays using scientific language.	Make a table of all the appliances and items that use electricity. Groups and classify items within the table. Identify and record our belongings which run on electricity. Write an explanation for doing an everyday activity without having any electricity.
	ICT/Computing (Drama links)	To understand why computers are networked.	ICT18 – Save and use stored information to follow lines of enquiry IC24 – Refine a sequence of instructions to control events or to make things happen using ICT.	Explain and discuss how all computers are connected. Create a Human Lan Children use Human Lan to simulate four different tasks: Requesting a web page Printing the webpage Creating and saving a document Opening a document Children to write g,information leaflet showing their understanding of the different tasks.
Week 3 & 4 Part 2:	Music	To identify what we mean by tempo.	Mu21 Explore the way sounds can be combined and used expressively Mu22 Improvise repeated patterns	Introduce pupils to the element of tempo. Pupils discuss what we mean by fast and slow. Children listen to music clapping to the beat. Children move according to the music.

All planning will be completed in advance of a new unit and will be saved on the shared drive

Assessment

Rigorous and meaningful assessment at pupil, class and subject level, is vital for consolidation, self-evaluation, to celebrate achievement and to reflect on progress made. At Charlton we use Track Zone, our online tracking area, enables recording, monitoring and updating of assessments in real-time, helping to identify gaps in learning and highlighting any areas for development. Subject Leader Assessment Packs enable in-depth scrutiny of the clear progression in skills and knowledge and what learning has been acquired.

Curriculum Impact

- All pupils will achieve well academically across the curriculum
- Learners will be enthused and engaged through the whole curriculum
- Teachers will plan learning opportunities to inspire and motivate the children
- Learning environments will be stimulating and inspiring
- Learning will be purposeful, immersive and memorable
- Pupils will develop and deepen their skills, knowledge and understanding across the curriculum through a diverse range of themes
- The school will have a cohesive curriculum, where learning is built on systematically, improving and emphasising consistency and progression throughout the school
- Learners will become agents of change, exploring and championing global causes
- Pupils will explore challenging and controversial global and social justice issues
- Pupils will be able to make sense of our inter-connected world
- Pupils will understand their place in the worldwide community, so that they understand their own worth and the worth of others
- Strong learning links will be achieved through a joined-up approach
- Pupils will display their understanding in multiple ways
- Inclusivity will be achieved through an accessible and relevant curriculum
- The school will value, support and celebrate cultural diversity

Approved by: Nadia Gosling **Date:** 01.05.2021

Last reviewed on: 01.05.2021

Next review due by: 01.05.2024