



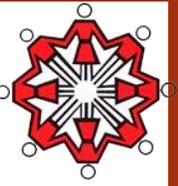
# Curriculum

St. Benedict's Primary

2023



# Why are we developing our curriculum?

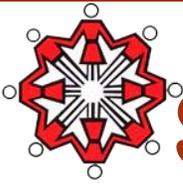


**We have valued a thematic approach to our curriculum as our pupils need to see links between areas of learning and have vocabulary defined and reinforced in different contexts for learning to be meaningful.**

**During the transition from Infants to Primary, a 'Topic' approach supported pupils and staff as they moved up through the school.**

**We now have a more subject-specific curriculum with lessons are more content driven: subject knowledge and skills are built up more rigorously.**

**We still want to value a thematic approach as the links and vocabulary needs are still relevant.**



# Subject-specific Curriculum Development



## Topic Approach

Topic lessons covered:

- History
- Geography
- Art and Design
- Design and Technology
- Music
- PSHE
- Computing

RHE is taught through 5/6 lessons per year through the Birmingham Approach to Relationship and Health Education

*All work is in  
'Topic' books*

## Subject - Specific Approach

- History or Geography 'Driver Project' per term, English is linked to this.
- Science project per half term, linked to 'Driver Project'
- Art & Design or Design Technology project per half term, linked to 'Driver Project'
- Separate Computing curriculum
- Separate Music curriculum
- Separate PSHE curriculum

*Separate  
Geography,  
History and  
Science books*



# Timetable Changes



The school day is being extended in the Summer Term, in line with statutory requirements.

This will provide the additional time required for subject-specific lessons.

Example timetables:

KS2	08:50	09:10	10:10	10:25	11:30	12:15	13:00	13:20	13:35	14:35	15:05
Monday	Spelling	Maths	Break	English	Reading	Lunch	Reading Fluency	Maths Fluency	History Geography	Assembly Votes 4 School	Storytime
Tuesday	Spelling	Maths	Break	English	Reading	Lunch	Reading Fluency	Maths Fluency	Science	Music	Storytime
Wednesday	Spelling	Maths	Break	English	Reading	Lunch	Reading Fluency	Maths Fluency	Art Design Tech	PSHE	Storytime
Thursday	Spelling	Maths	Break	English	Reading	Lunch	Reading Fluency	Maths Fluency	PE	French	Storytime
Friday	Spelling	Maths	Break	English	Reading	Lunch	Reading Fluency	Maths Fluency	Computing	RE	Storytime

# History Curriculum

	Autumn	Summer
Year 1	Childhood Our past experience	School Days Our school history
Year 2	Movers and Shakers Significant people	Magnificent Monarchs Significant British monarchs
Year 3	Through the Ages Stone Age – Iron Age	Emperors and Empires Roman Britain
Year 4	Invasion Anglo Saxon Britain	Ancient Civilizations Sumer, Indus Valley, Egyptians
Year 5	Dynamic Dynasties Ancient China	Ground -Breaking Greeks Ancient Greece
Year 6	Maafa African Kingdoms and slave trade	Britain at War WWI and WWII

# Geography Curriculum

	<b>Autumn – Key skills and knowledge</b>	<b>Spring – In depth study</b>
Year 1	<p><b>Our Wonderful World</b> Atlases, maps and cardinal compass points Continents, UK cities</p>	<p><b>Bright Lights, Big City</b> Physical and human features of urban environments</p>
Year 2	<p><b>Let's Explore the World</b> Atlases, maps and cardinal compass points 4 countries of UK and world climate zones</p>	<p><b>Coastline</b> Physical and human features of coastal environments</p>
Year 3	<p><b>One Planet, Our World</b> Compass points and grid references Climate zones, significant UK locations</p>	<p><b>Rocks, Relics and Rumbles</b> Physical and geographical phenomena e.g. earthquakes</p>
Year 4	<p><b>Interconnected World</b> Compass points and grid references Tropics, North and South America, UK rail</p>	<p><b>Misty Mountain, Winding river</b> Physical features of mountains and rivers</p>
Year 5	<p><b>Investigating Our World</b> Time zone Human geography and capital cities, UK settlements</p>	<p><b>Sow, Grow and Farm</b> Farming, agriculture and rural land use</p>
Year 6	<p><b>Our Changing World</b> Map scales Global trade, climate change, settlement patterns</p>	<p><b>Frozen Kingdom</b> Compare and contrast Arctic and Antarctic and environmental issues</p>

# Science Curriculum

Our Science Curriculum is organised across the year as follows:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Everyday Materials	Human Senses	Seasonal Change		Plant Parts	Animal Parts
2	Human Survival	Habitats	Use of Materials	Plant Survival	Animal Survival	
3	Animal Nutrition and Skeletal systems		Forces and Magnets		Plant Nutrition and Reproduction	Light and Shadows
4	Food and the Digestive System	Sound	States of Matter	Grouping and Classifying	Electrical Circuits and Conductors	
5	Forces and Mechanisms	Earth and Space	Human Reproduction and Ageing		Properties and changes of materials	
6	Circulatory System		Electrical Circuits and Components		Light Theory	Evolution and Inheritance

# Art Curriculum

	<b>Autumn</b>		<b>Spring</b>	<b>Summer</b>
Year 1	Mix it up	<b>Funny Faces</b> Facial features	<b>Rain and Sunrays</b> Collagraph printing	<b>Street View</b> Street scenes based on pop artist, James Rizzi
Year 2	Mix it up	<b>Still Life</b> Still life artists and techniques	<b>Flowerhead</b> Flower sculptures	<b>Portraits and Poses</b> Comparing Tudor and modern portraits
Year 3	Compare and Contrast	<b>Prehistoric Pots</b> Bell Beaker pottery	<b>People and Places</b> Figure drawing and landscapes by Lowry	<b>Beautiful Botanicals</b> Botanical study and natural weaving techniques
Year 4	Compare and Contrast	<b>Warp and Weft</b> Weaving development – woven fabric	<b>Vista</b> Landscape artists	<b>Statues</b> Clay Sumer-style figurines
Year 5	Tints, Tones and Shades	<b>Taotie</b> Casting methods to make Taotie pieces	<b>Line, light and shadow</b> Picasso and Rembrandt line drawings	<b>Expression</b> Edward Munch portraits
Year 6	Tints, Tones and Shades	<b>Trailblazers</b> Significant black artists	<b>Environmental Artists</b> Studying and creating environmental art	<b>Bees, Beetles and Butterflies</b> Observational drawing, mixed media and Pop Art.

# Design Technology Curriculum

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 1	<b>Shade and Shelter</b> Designing and making shelters and dens	<b>Taxi</b> Mechanisms – wheels, axles and chassis	<b>Chop, slice and mash</b> Designing and making salads and sandwiches
Year 2	<b>Remarkable Recipes</b> Following recipes safely	<b>Beach hut</b> Structures – strengthening and joining	<b>Cut, stitch and join</b> Everyday fabric products
Year 3	<b>Cook well, eat well</b> Designing and making Taco fillings	<b>Making it move</b> Cam mechanisms	<b>Greenhouse</b> Features and construction of greenhouses
Year 4	<b>Fresh Food, good Food</b> Food preservation techniques	<b>Functional and Fancy Fabrics</b> Motifs and pattern, block printing, embroidery	<b>Tomb builders</b> Simple and compound machines
Year 5	<b>Moving mechanisms</b> Pneumatic systems	<b>Eat the seasons</b> <b>Cooking and nutrition</b>	<b>Architecture</b> Architecture over time, CAD, building design
Year 6	<b>Food for life</b> Whole foods and processed foods	<b>Engineer</b> Significant engineers and bridges	<b>Make do and mend</b> Investigating clothing

# Computing Curriculum

	Computing systems and networks <sup>1</sup>	Creating media	Programming A	Data and information	Creating media	Programming B
Year 1	Technology around us (1.1)*	Digital painting (1.2)	Moving a robot (1.3)	Grouping data (1.4)	Digital writing (1.5)	Programming animations (1.6)
Year 2	Information technology around us (2.1)	Digital photography (2.2)	Robot algorithms (2.3)	Pictograms (2.4)	Digital music (2.5)	Programming quizzes (2.6)

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 3	Connecting computers (3.1)	Stop-frame animation (3.2)	Sequencing sounds (3.3)	Branching databases (3.4)	Desktop publishing (3.5)	Events and actions in programs (3.6)
Year 4	The internet (4.1)	Audio production (4.2)	Repetition in shapes (4.3)	Data logging (4.4)	Photo editing (4.5)	Repetition in games (4.6)
Year 5	Systems and searching (5.1)	Video production (5.2)	Selection in physical computing (5.3)	Flat-file databases (5.4)	Introduction to vector graphics (5.5)	Selection in quizzes (5.6)
Year 6	Communication and collaboration (6.1)	Webpage creation (6.2)	Variables in games (6.3)	Introduction to spreadsheets (6.4)	3D modelling (6.5)	Sensing movement (6.6)

# Music Curriculum

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	<b>Introducing Beat</b> How Can We Make Friends When We Sing Together?  1 2 3 4 5 6	<b>Adding Rhythm &amp; Pitch</b> How Does Music Tell Stories about the Past?  1 2 3 4 5 6	<b>Introducing Tempo &amp; Dynamics</b> How Does Music Make the World a Better Place?  1 2 3 4 5 6	<b>Combining Pulse, Rhythm and Pitch</b> How Does Music Help Us to Understand Our Neighbours?  1 2 3 4 5 6	<b>Having Fun with Improvisation</b> What Songs Can We Sing to Help Us through the Day?  1 2 3 4 5 6	<b>Explore Sound and Create a Story</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6
YEAR 2	<b>Exploring Simple Patterns</b> How Does Music Help Us to Make Friends?  1 2 3 4 5 6	<b>Focus on Dynamics &amp; Tempo</b> How Does Music Teach Us about the Past?  1 2 3 4 5 6	<b>Exploring Feelings Through Music</b> How Does Music Make the World a Better Place?  1 2 3 4 5 6	<b>Inventing a Musical Story</b> How Does Music Teach Us about Our Neighbourhood?  1 2 3 4 5 6	<b>Music that Makes You Dance</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Exploring Improvisation</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6
YEAR 3	<b>Developing Notation Skills</b> How Does Music Bring Us Closer Together?  1 2 3 4 5 6	<b>Enjoying Improvisation</b> What Stories Does Music Tell Us about the Past?  1 2 3 4 5 6	<b>Composing Using Your Imagination</b> How Does Music Make the World a Better Place?  1 2 3 4 5 6	<b>Sharing Musical Experiences</b> How Does Music Help Us Get to Know Our Community?  1 2 3 4 5 6	<b>Learning More about Musical Styles</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Recognising Different Sounds</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6
YEAR 4	<b>Interesting Time Signatures</b> How Does Music Bring Us Together?  1 2 3 4 5 6	<b>Combining Elements to Make Music</b> How Does Music Connect Us with Our Past?  1 2 3 4 5 6	<b>Developing Pulse &amp; Groove Through Improvisation</b> How Does Music Improve Our World?  1 2 3 4 5 6	<b>Creating Simple Melodies Together</b> How Does Music Teach Us about Our Community?  1 2 3 4 5 6	<b>Connecting Notes and Feelings</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Purpose, Identity and Expression in Music</b> How Does Music Connect Us With the Environment?  1 2 3 4 5 6
YEAR 5	<b>Getting Started with Music Tech</b> How Does Music Bring Us Together?  1 2 3 4 5 6	<b>Emotions &amp; Musical Styles</b> How Does Music Connect Us with Our Past?  1 2 3 4 5 6	<b>Exploring Key &amp; Time Signatures</b> How Does Music Improve Our World?  1 2 3 4 5 6	<b>Introducing Chords</b> How Does Music Teach Us about Our Community?  1 2 3 4 5 6	<b>Words, Meaning and Expression</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Identifying Important Musical Elements</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6
YEAR 6	<b>Developing Melodic Phrases</b> How Does Music Bring Us Together?  1 2 3 4 5 6	<b>Understanding Structure &amp; Form</b> How Does Music Connect Us with Our Past?  1 2 3 4 5 6	<b>Gaining Confidence Through Performance</b> How Does Music Improve Our World?  1 2 3 4 5 6	<b>Exploring Notation Further</b> How Does Music Teach Us about Our Community?  1 2 3 4 5 6	<b>Using Chords and Structure</b> How Does Music Shape Our Way Of Life?  1 2 3 4 5 6	<b>Respecting Each Other through Composition</b> How Does Music Connect Us With The Environment?  1 2 3 4 5 6



# PSHE



Relationship and Health Education will be taught as part of the PSHE Jigsaw curriculum.

Each half term will focus on one area of learning:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

We will still only teach Sex Education through the science curriculum – a whole term is devoted to 'Reproduction' in Year 5.

There will be some subject discussion on changes during puberty that comes into lessons in year 3 and 4. All subject areas will be taught in more depth than previously covered.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (1-12)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Food safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of families Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Danger of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcomed and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, differences as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including county lines and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Setting Transition

Summer Term 2023 we will focus on:

- Celebrating Difference
- Healthy Me

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>

# What's next?



Stay around to ask questions about the curriculum



Join me for a 'Drop-in' session tomorrow (20th April) or next Thursday (27th April) to talk more about the school and ask questions about the curriculum.