Curriculum, SMSC and Fundamental British Values Policy

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Contributors	Rob Arrowsmith		
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Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

- PSHE & RSHE Policy (EDE.POL.003)
- SEND Policy (EDU.POL.022) and Accessibility Plan
- Behaviour Policy (EDU.POL.027) and Anti-Bullying Policy (EDU.POL.007)
- Safeguarding Policy (EDE.POL.002) and Online Safety Policy (EDU.POL.009)
- Alternative Provision Policy

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Robin's Nest School, we believe every pupil deserves a curriculum that is broad, balanced and ambitious, and that opens doors rather than closing them. Many of our pupils arrive having missed time in education or having found earlier settings hard to manage. We design our curriculum, and the wider life of the school, to rebuild confidence, fill gaps and give each pupil the knowledge, skills and experiences they need to thrive in modern Britain.

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This policy sets out our approach to the curriculum, to the spiritual, moral, social and cultural development of our pupils, and to the active promotion of fundamental British values. We treat these as one connected whole. What we teach, how we model relationships, and what pupils take away about living well alongside others all shape the same young person.

3. Aim & Scope

This policy applies to all staff, governors, pupils, parents and carers, and visitors at Robin's Nest School. It aims to:

- set out the intent, content and delivery of our broad and balanced curriculum
- explain how we support pupils' spiritual, moral, social and cultural development across the school day
- show how we actively promote each of the fundamental British values by name, and how we evidence that pupils have understood them
- make clear how we meet the Independent School Standards on the curriculum and on the development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain

4. Abbreviations and Definitions

Curriculum. Everything we plan for pupils to learn, both formal and informal, across the whole school day. This includes lessons, enrichment, therapeutic input and the everyday social learning that happens between adults and pupils.

SMSC. The spiritual, moral, social and cultural development of pupils. It is how pupils develop their own values, learn right from wrong, work well with others, and understand the world and cultures around them.

Fundamental British values. The four values named in the Independent School Standards: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Tolerance here means tolerance of those with different faiths and beliefs, not a general idea of respect.

Cultural capital. The knowledge, language and experiences that help a pupil take part fully in society and make the most of their next steps.

5. Policy Content

5.1 Principles and Approach

Our approach rests on the following principles. Broad, balanced and ambitious. We hold high expectations for every pupil and refuse to narrow the curriculum because a pupil has additional needs. Adapted, not reduced. We adapt content, pace and support so pupils can access learning, rather than removing learning from them. Relational and trauma-informed. We understand behaviour as communication and build learning on safe, trusting relationships, in line with the Keys Connect model. Active promotion, not generalised values. We promote each fundamental British value by name, not a vague set of core values. Evidenced through pupil work. We

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treat pupils' own work and voice as the strongest evidence that learning, including SMSC and British values, has landed. Preparation for adulthood. Everything we teach is pointed at independence, good qualifications where appropriate, and confident participation in adult and community life.

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

5.2 Curriculum, SMSC and Fundamental British Values in Practice

Curriculum intent

At Robin's Nest School, we set aspirational end points for each pupil, informed by their starting points, their EHCP outcomes and their individual needs. We sequence knowledge so pupils build towards meaningful qualifications, independence and successful transitions into adulthood.

Curriculum content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, economic education, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values: democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

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Where appropriate, and with the approval of the Director of Education/ Regional Director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Our curriculum gives pupils experience across each of the areas required by the standards. We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, adapted for the age, aptitude and needs of our pupils, including those with an EHC plan.

Alongside these areas, our curriculum:

- delivers core knowledge and skills, with appropriate adaptation for pupils with SEND
- provides personal, social, health and economic education, including relationships, sex and health education in line with the 2025 statutory guidance that becomes statutory from 1 September 2026
- promotes spiritual, moral, social and cultural development and actively promotes the fundamental British values
- builds independence, life skills and cultural capital, with emotional wellbeing at the centre
- prepares pupils for further education, training, employment and adult life

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN, AQA awards, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

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- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with:-

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

Spiritual, moral, social and cultural development

We support SMSC across the curriculum, the ethos of the school, assemblies, tutor time, enrichment and restorative practice. Pupils develop self-knowledge and self-esteem, learn to tell right from wrong and respect the law, work well with others, and explore and respect a range of faiths, beliefs and cultures. Restorative approaches help pupils understand the impact of their actions, repair relationships and take responsibility.

Actively promoting fundamental British values

We do not rely on a general set of values. We actively promote each of the four fundamental British values by name. For each one, we are clear about where it is taught, how it is promoted across school life, and what pupil work shows that pupils have understood it.

Democracy. We teach democracy through the curriculum, for example in humanities and tutor time, and we promote it through pupil voice, the school council and decisions pupils help to shape. We evidence understanding through pupil work, council records and pupil voice.

The rule of law. We teach why rules and laws exist and how they protect people, and we promote it through clear, fairly applied school rules and restorative

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conversations. We evidence understanding through pupil work, reflections and pupil voice.

Individual liberty. We teach that pupils have rights and can make safe, informed choices, and we promote it by supporting pupils to make choices about their learning, options and next steps. We evidence understanding through pupil work, option choices and pupil voice.

Mutual respect and tolerance of those with different faiths and beliefs. We teach pupils to respect and understand people whose faiths and beliefs differ from their own, and we promote it through assemblies, enrichment, visitors and the everyday culture of the school. We evidence understanding through pupil work, including religious education and PSHE work, and pupil voice. Tolerance here is specifically tolerance of those with different faiths and beliefs, not a general idea of respect.

At Robin's Nest School, we map these four values against our curriculum, assemblies, PSHE and relationships education, tutor time and trips, and we keep a triangulation pack that brings together where each value is taught, how it is promoted, and pupil work as evidence of understanding. The local mapping is recorded in the school annex.

Careers guidance

For pupils receiving secondary education, we provide access to accurate, up-to-date careers guidance that is impartial, that enables pupils to make informed choices about a broad range of options, and that encourages them to fulfil their potential.

Evidence and triangulation

We keep a curriculum and SMSC evidence pack so we can show intent, implementation and impact at any time. This includes curriculum maps and schemes of work, the fundamental British values mapping, pupil work, pupil voice, assembly and enrichment records, and destinations data. Pupil work is our primary evidence and pupil voice supports it.

5.3 Recording, Monitoring and Reporting

Pupil progress and curriculum delivery are recorded on Evidence for Learning alongside curriculum maps, schemes of work and the evidence pack. Leaders monitor through learning walks, observations, work scrutiny and data reviews, and report to the Proprietor and Governors on a termly basis, with a full curriculum review at least annually.

5.4 Equality and Inclusion

At Robin's Nest School, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Every pupil is entitled to a curriculum that meets their needs and aspirations, including those with an EHC plan. We adapt planning,

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resources and teaching to remove barriers, and we monitor curriculum access and outcomes for different groups, acting swiftly to address any disadvantage. Curriculum content reflects diversity of culture, faith, family and ability, and promotes respect and inclusion.

6. Responsibilities

6.1 Pupils

engage with their learning, contribute to discussion, and treat staff and one another with respect, and take part in enrichment, tutor time and the wider life of the school.

6.2 Staff

plan and deliver ambitious, adapted lessons that meet pupils' needs and follow the agreed schemes of work model the fundamental British values and SMSC through everyday relationships and language record pupil progress and keep the evidence that shows what pupils have learned and understood

6.3 Leadership and the curriculum and SMSC lead

Leadership at Robin's Nest School sets the curriculum vision, makes sure the timetable gives statutory coverage, and quality-assures teaching through learning walks, observations and work scrutiny. The curriculum and SMSC lead oversees curriculum planning, SMSC provision and the active promotion of fundamental British values, and keeps the evidence pack current.

Leaders will review curriculum access, participation and outcomes for pupils in alternative provision on the same basis as pupils educated on-site.

6.4 Governance

The Proprietor and Governors at Robin's Nest School hold the school to account for the quality and impact of the curriculum and for compliance with the Independent School Standards. They monitor through reports, visits and scrutiny of evidence, and provide challenge and support.

6.5 Parents and carers

are kept informed about what their child is learning and are consulted where the standards require it, including on relationships and sex education, and support their child's learning, attendance and engagement with the wider life of the school.

6.6 Named leads

The named lead for the curriculum, SMSC and fundamental British values at Robin's Nest School is Matthew Vince, Assistant Head.

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7. Training Requirements

Curriculum, SMSC and fundamental British values are covered in staff induction at Robin's Nest School and refreshed at least annually. Subject and curriculum leads receive ongoing development so they remain expert in their areas and can support colleagues teaching outside their first specialism.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, in particular Standard 2 on the quality of education provided through the curriculum, and Standard 5 on the spiritual, moral, social and cultural development of pupils
- Independent School Standards: guidance for independent schools (DfE, April 2026), in particular paragraphs 1.6 to 1.7, 1.52 to 1.53 and 2.3 to 2.10, including paragraph 2.7 on actively promoting each fundamental British value
- Promoting fundamental British values as part of SMSC in schools (DfE, 2014)
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (DfE, 2025, statutory from 1 September 2026)
- Section 78 of the Education Act 2002, which requires a balanced and broadly based curriculum
- The Equality Act 2010
- The Children and Families Act 2014 and the SEND Code of Practice (2015)
- The schools we work with sit across different inspectorates. This policy is grounded in the underlying standards, which are common across them. Where the inspecting body needs to be named, our school is inspected by ISI / Ofsted.

10. Version Control

This document can also be found in the following locations and should be amended in the following:

Source	Link
Radar	
Schools Website	
Education drive	

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This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Robin's Nest School is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

The Head completes this annex with local detail so the policy is true for this school. Everything in this annex is school personalisation.

At Robin's Nest School, the following local arrangements apply:

- Curriculum and SMSC lead: Matthew Vince, Assistant Head
- SMSC enrichment and community opportunities, including any local initiatives:

Week	Autumn SMSC
1	
2	International Literacy Day 8th
3	National Coding Week
4	International Astronomy day 19th
5	European Day of Languages 26th / National Poetry day 2nd
6	Space Week / Black History Month Oct
7	Diwali 20th
8	National Libraries week
1	Guy Fawkes Bonfire Night 5th
2	Remembrance Day 11th / Anti -Bullying Week 10-14th / National Recycling Week 10-16th
3	Geography Awareness Week
4	
5	
6	Computer Science Week 8-12th
7	

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- Curriculum map and pathways offered:

Robin's Nest School - Full Curriculum Map

CORE SUBJECTS							
English - Reading, suggested alternates are available.							
Phase	**Year**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	EYFS	The Gruffalo	We're Going on a Bear Hunt	Supertato	The Very Hungry Caterpillar	What the Ladybird Heard	The Rainbow Fish
Phase 1	**a**	The Tiger Who Came to Tea	Room on the Broom	The Three Little Pigs	Jack and the Beanstalk	Paddington	Lost and Found
	b	The Day the Crayons Quit	The Owl Who Was Afraid of the Dark	The Hodgeheg	Fantastic Mr Fox	Flat Stanley	George's Marvellous Medicine
Phase 2	**a**	The Witches	Violent Volcanoes	A Mummy Ate My Homework	The Secret Explorers and the Plant Poacher	Percy Jackson and the Lightning Thief	The Iron Man
	b	The Witches	Violent Volcanoes	A Mummy Ate My Homework	The Secret Explorers and the Plant Poacher	Percy Jackson and the Lightning Thief	The Iron Man
Phase 3	**a**	Coraline	The Lion, the Witch and the Wardrobe	Romans on the Rampage	Kay's Anatomy	Religious Festivals	Oliver Twist
	b	Coraline	The Lion, the Witch and the Wardrobe	Romans on the Rampage	Kay's Anatomy	Religious Festivals	Oliver Twist

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Phase 4	**a**	A Monster Calls	The Hobbit	Animal Farm	Sherlock Holmes	Gothic short stories	Poetry anthology
	b	Lord of the Flies	Noughts and Crosses	Frankenstein	War of the Worlds	The Odyssey	Modern poetry
	c	Of Mice and Men	An Inspector Calls	Jane Eyre	Dr Jekyll and Mr Hyde	Macbeth	GCSE poetry anthology

English - Writing Genres							
Phase	**Year**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	EYFS	Character description - simple sentences, adjectives	Retelling a story - simple sentences, sequencing	Simple instructions - commands, simple verbs	Simple information text - simple sentences	Story writing - simple sentences	Recount of events - simple past tense
Phase 1	**a**	Character description - adjectives, simple sentences	Poetry - adjectives, repetition	Instructions - imperative verbs	Setting description - adjectives, prepositions	Diary entry - first person, past tense	Instructions - imperative verbs, time connectives
	b	Character description - expanded noun phrases	Recount - past tense, time connectives	Narrative writing - conjunctions, past tense	Non-chronological report - present tense, headings	Persuasive writing - questions, commands	Narrative writing - expanded noun phrases, conjunctions
Phase 2	**a**	Character Description / Non-chronological Report Grammar: adjectives, expanded noun phrases, present tense	Writing to Inform / Poetry Grammar: conjunctions, adverbs, sentence expansion	Setting Description / Non-chronological Report Grammar: prepositions, fronted adverbials, paragraphs	Newspaper Report / Persuasive Leaflet Grammar: past tense, modal verbs, conjunctions	Narrative Writing / Biography Grammar: dialogue punctuation, past tense	Diary Entry / Writing to Instruct Grammar: first person, past tense, imperative verbs
	b	Character Description / Non-chronological Report Grammar:	Writing to Inform / Poetry Grammar: conjunctions,	Setting Description / Non-chronological Report Grammar:	Newspaper Report / Persuasive Leaflet Grammar:	Narrative Writing / Biography Grammar:	Diary Entry / Writing to Instruct Grammar: first

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		adjectives, expanded noun phrases, present tense	adverbs, sentence expansion	prepositions, fronted adverbials, paragraphs	past tense, modal verbs, conjunctions	dialogue punctuation, past tense	person, past tense, imperative verbs
Phase 3	**a**	Biography / Setting Description Grammar: past tense, relative clauses, fronted adverbials	Persuasive Letter / Newspaper Report Grammar: modal verbs, rhetorical questions, formal language	Newspaper Report / Writing Instructions Grammar: past tense, imperative verbs, time connectives	Non-chronological Report / Persuasive Text Grammar: present tense, paragraphs, modal verbs	Information Poster / Information Leaflet Grammar: headings, bullet points, formal language	Recount / Script Writing Grammar: dialogue punctuation, stage directions, past tense
	b	Biography / Setting Description Grammar: past tense, relative clauses, fronted adverbials	Persuasive Letter / Newspaper Report Grammar: modal verbs, rhetorical questions, formal language	Newspaper Report / Writing Instructions Grammar: past tense, imperative verbs, time connectives	Non-chronological Report / Persuasive Text Grammar: present tense, paragraphs, modal verbs	Information Poster / Information Leaflet Grammar: headings, bullet points, formal language	Recount / Script Writing Grammar: dialogue punctuation, stage directions, past tense
Phase 4	**a**	Character description (advanced) Grammar: varied sentences, clauses; Vocabulary: figurative language	Narrative writing Grammar: dialogue structure, paragraphing	Newspaper report Grammar: passive voice, formal tone	Persuasive speech Grammar: rhetorical devices	Informational writing Grammar: cohesion devices	Poetry Grammar: imagery and figurative language
	b	Setting description Grammar: sentence manipulation; Vocabulary: imagery	Persuasive article Grammar: modal verbs, rhetorical questions	Biography Grammar: formal register; Vocabulary: evaluative language	Narrative writing Grammar: embedded clauses	Script writing Grammar: dialogue and stage directions	Informational writing Grammar: cohesion across paragraphs
	c	Narrative writing Grammar: sentence variety and manipulation	Persuasive speech Grammar: rhetorical techniques	Analytical essay Grammar: formal register, cohesion	Newspaper article Grammar: passive voice, formal tone	Descriptive writing Grammar: imagery and figurative language	Argument writing Grammar: structured paragraphs, cohesion

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SPaG							
Phase	**Year**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	EYFS	Naming objects and actions; simple sentences; recognising capitals/full stops	Describing words; retelling events; awareness of word spaces	Verbs for actions; sequencing events; recognising question marks	Story language (once upon a time); sentences linked with and/because	Topic vocabulary; simple sentence writing; capital letters for names	Describing words and simple adverbs; writing simple sentences independently

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Phase 1	**a**	Common exception words; simple sentences; capital letters, full stops	Adjectives to describe nouns; joining words with and; question/exclamation marks	Vocabulary for stories/instructions; commands (imperative verbs); commas in lists	Prefixes un-; sentence types; punctuation in simple sentences	Describing words for settings and characters; expanding sentences with adjectives	Spelling patterns and CEW; sequencing sentences to form short texts
	b	Suffixes (-ness, -ful); expanded noun phrases; capitals, full stops, question marks	Adverbs (-ly); subordinating conjunctions; commas in lists	Compound words; coordinating conjunctions; apostrophes for contractions	Homophones; statements, questions, commands, exclamations; apostrophes for possession	Precise verbs and adjectives; past and present tense consistency; commas	Spelling patterns and CEW; paragraphs in narrative (beginning); punctuation editing
Phase 2	**a**	Vocabulary: prefixes (dis-, mis-, in-) Sentence: nouns, verbs, adj, adv; simple sentences Punctuation: capitals, full stops, commas	Vocabulary: word families Sentence: conjunctions (and, but, because); clauses Punctuation: question marks, exclamation marks	Vocabulary: adverbs for time/place Sentence: prepositions; sentence expansion; commands Punctuation: commas in longer sentences	Vocabulary: speech verbs Sentence: paragraphs to organise ideas Punctuation: inverted commas for direct speech	Vocabulary: suffix –ly Sentence: expressing time/place/cause using adverbs Punctuation: commas in dialogue	Vocabulary: homophones; common exception words Sentence: conjunction revision; tense consistency Punctuation: full sentence punctuation review
	b	Vocabulary: prefixes (in-, il-, im-, ir-) Sentence: expanded noun phrases; pronouns; determiners Punctuation: commas in lists	Vocabulary: noun formation (-ation) Sentence: fronted adverbials; imperative verbs Punctuation: commas after fronted adverbials	Vocabulary: homophones Sentence: subordinate clauses; adverbials of time/place Punctuation: speech punctuation accuracy	Vocabulary: verb form choices Sentence: paragraph cohesion; expanded noun phrases Punctuation: apostrophes for possession	Vocabulary: descriptive vocabulary Sentence: complex sentences; conjunctions for cause/time Punctuation: commas for clarity	Vocabulary: CEW revision Sentence: sentence variety; editing grammar Punctuation: punctuation accuracy
Phase 3	**a**	Vocabulary: prefixes (dis-, mis-, over-, re-) Sentence: relative	Vocabulary: modal verbs; adverbs of possibility	Vocabulary: ambitious vocabulary choices Sentence: parenthesis	Vocabulary: suffixes (-ate, -ise, -ify) Sentence: fronted adverbials; complex	Vocabulary: cohesion vocabulary (however, therefore) Sentence:	Vocabulary: homophones and spelling patterns

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		clauses; expanded noun phrases Punctuation: commas for clarity	Sentence: formal vs informal language Punctuation: punctuation within complex sentences	(brackets, commas, dashes) Punctuation: commas and brackets	sentence construction Punctuation: commas with clauses	cohesion within paragraphs; pronouns to link ideas Punctuation: punctuation for clarity	Sentence: sentence manipulation for effect Punctuation: editing punctuation
	b	Vocabulary: formal vocabulary; synonyms/antonyms Sentence: subject and object; expanded noun phrases Punctuation: punctuation revision	Vocabulary: precise vocabulary choices Sentence: active and passive voice Punctuation: punctuation in complex sentences	Vocabulary: academic vocabulary Sentence: subjunctive form; standard English Punctuation: commas for formal writing	Vocabulary: word families and morphology Sentence: cohesion across paragraphs Punctuation: colon to introduce lists	Vocabulary: formal register Sentence: advanced sentence structures Punctuation: semicolons between clauses	Vocabulary: vocabulary precision Sentence: grammar consolidation Punctuation: bullet points; punctuation editing
Phase 4	**a**	Vocabulary: word class revision; academic vocabulary Sentence: clauses and phrases; simple/compound sentences Punctuation: sentence punctuation review	Vocabulary: subject-specific vocabulary Sentence: complex sentences; subject-verb agreement Punctuation: commas for clarity	Vocabulary: figurative vocabulary Sentence: sentence variety for effect Punctuation: colon and semicolon introduction	Vocabulary: rhetorical language Sentence: manipulating clauses for effect Punctuation: dash and parenthesis	Vocabulary: analytical vocabulary Sentence: dialogue structure and cohesion Punctuation: speech punctuation mastery	Vocabulary: editing vocabulary Sentence: editing grammar and sentence structure Punctuation: proofreading punctuation
	b	Vocabulary: formal register; nominalisation Sentence: clause structure and sentence variety	Vocabulary: discourse markers Sentence: cohesion across paragraphs Punctuation:	Vocabulary: rhetorical vocabulary Sentence: passive voice for effect Punctuation: colon and semicolon control	Vocabulary: evaluative vocabulary Sentence: embedding clauses and phrases Punctuation: parenthesis mastery	Vocabulary: persuasive vocabulary Sentence: sentence variety for argument writing Punctuation: punctuation in complex sentences	Vocabulary: editing vocabulary Sentence: manipulating sentence structure Punctuation: editing punctuation

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		Punctuation: punctuation for clarity	commas and semicolons				
	c	Vocabulary: academic register; evaluative language Sentence: embedded clauses; sentence manipulation Punctuation: punctuation accuracy	Vocabulary: critical vocabulary Sentence: nominalisation and formal structure Punctuation: colon and semicolon in analysis	Vocabulary: subject-specific terminology Sentence: parallel structures and rhetorical devices Punctuation: dash and semicolon use	Vocabulary: persuasive language precision Sentence: complex sentence crafting Punctuation: punctuation for emphasis	Vocabulary: analytical vocabulary Sentence: cohesion across extended writing Punctuation: punctuation for clarity	Vocabulary: GCSE-level vocabulary Sentence: editing and refining sentences Punctuation: full punctuation mastery

Mathematics							
Phase	**Year**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Phase 1	**a**	Place value within 10; number bonds to 10; add within 10 using concrete/pictorial/abstract	Geometry: shape; place value within 20; add/sub within 20 with known facts	Addition and Subtraction within 20; Place Value within 50 (multiples of 2, 5 and 10)	Measurement: Weight and Volume; Multiplication & Division; Geometry: Position and Direction	Fractions (½, ¼); place value within 100; compare/order	Money; time to o'clock/half past; problem solving across topics
	b	Place value (2-digit); add/sub with 2-digit numbers; mental strategies	Money; multiplication & division (2,5,10); statistics (tally/pictogram)	Length/height; properties of shape; time to 5 minutes	Mass/capacity/temperature; position & direction (turns, movement)	KS1 assessment preparation: arithmetic & reasoning consolidation	Consolidation: multiplication/division; place value; add/sub; fractions; shapes
Phase 2	**a**	Place value (3-digit); rounding to 10/100;	Multiplication & division (3,4,8	Multiplication & division (written methods); money problem solving	Fractions (unit & non-unit; fractions of amounts); length & perimeter	Mass & capacity; time (24-hour)	Geometry: properties of shape (angles as

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		add/sub formal within 1000	facts); strategies & arrays				turns); statistics (bar charts/tables)
	b	Place value (4-digit); add/sub with 4-digit numbers; rounding	Length & perimeter; multiplication/division (all tables to 12×)	Multiplication/division (formal); area (counting squares & formula intro)	Fractions (equivalence, add/sub with same denominators); decimals (tenths)	Money; time (convert & solve); position & direction (coordinates 1st quadrant)	Geometry: properties of shape (angles, triangles, quadrilaterals); statistics
Phase 3	**a**	Place value to 1,000,000; add/sub with larger numbers; negative numbers in context	Statistics (line graphs/tables); multiplication/division (long × / short ÷)	Perimeter & area; fractions (compare/order; improper↔mixed; add/sub)	Decimals (to 3 d.p.); percentages & equivalences (F–D–P)	Geometry: properties of shape (angles, polygons); position & direction (reflection/translation); units; volume	Application & consolidation across strands
	b	Place value to 10,000,000; four operations (long × & ÷); order of operations	Fractions (simplify; × and ÷ by integers); position & direction (4 quadrants)	Decimals & percentages (equivalence/operations); algebra (simple formulae; sequences)	Converting units (metric/imperial); perimeter, area & volume; ratio & proportion	Geometry: properties of shape (angle reasoning, nets); statistics (pie charts; mean)	Multi-step problem solving and investigations across KS2 content
Phase 4	**a**	Sequences (term-to-term; nth-term intro); algebraic notation & substitution; simplify expressions & solve 1-step equations	Number: place value incl. decimals; integer/decimal four operations; estimation; averages & range	Statistics: representing & interpreting data; FDP equivalence; directed number (add/sub/×/÷)	Fractions/percentages of amounts; perimeter & area of triangles/rectangles/parallelograms	Ratio & rate (speed–distance–time); number properties (factors, primes, HCF/LCM)	Add/sub fractions with unlike denominators; angle facts & polygons; angle reasoning
	b	Ratio & scale; multiplicative change;	Cartesian plane (coordinates, gradients); representing data;	Brackets, equations & inequalities; sequences (nth term); indices (integer)	Fractions & percentages (compound contexts);	Angles in parallel lines; area of circles & trapezia; symmetry & reflections	Data handling cycle; measures of location (mean/median/mode/r

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		multiply/divide any fractions	probability tables & sample space		standard form; number sense & estimation		ange); comparison & inference
	c	Straight-line graphs (y=mx+c); gradient & intercept; forming/solving linear equations; testing conjectures	3D shapes (surface area/volume); constructions & congruency (bisectors; perpendiculars; loci)	Surds & indices; percentages (growth/decay); financial maths (simple/compound interest)	Deductive geometry; transformations (rotation/translation); Pythagoras; intro trigonometry (right-angled)	Similarity & enlargement; ratio/proportion problems; intro vectors (geometric representation)	Rates & compound measures; probability (frequency trees/expected frequency); algebraic representation & review

Science							
Phase	**Year**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Phase 1	**a**	Animals incl. humans: identify/name common animals; body parts; senses; carnivore/herbivore/ omnivore Concepts: observing closely; identifying & classifying	Everyday materials: identify/name materials; describe simple physical properties; compare & group Concepts: comparing & grouping; simple tests	Plants: identify/name common plants; basic structure of common flowering plants and trees Concepts: field observations; identifying & classifying	Seasonal changes: observe changes across the 4 seasons; describe weather & day length Concepts: observing over time; pattern seeking	Plants: deciduous/evergreen trees; revisit plant structure and growth Concepts: classifying using observable features; careful observation	Animals incl. humans: what animals (including humans) need to survive and stay healthy Concepts: research using secondary sources
	b	Living things & habitats: living/non-living; microhabitats; simple food chains Concepts: identifying	Animals incl. humans: offspring grow into adults; basic needs (water/food/air);	Uses of everyday materials: suitability by properties; how shapes can be changed Concepts: comparative & fair	Plants: seeds/bulbs and how they grow; what plants need for growth (water, light, temperature) Concepts: comparative	Living things & habitats: how habitats change across seasons/locality	Consolidation & enquiry projects across Y1–2 content Concepts: planning

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		& classifying; habitat fieldwork	hygiene Concepts: observing over time; pattern seeking	testing; recording results in tables	tests; observing over time; measuring growth	Concepts: fieldwork; pattern seeking	simple enquiries; presenting findings
Phase 2	**a**	Rocks: compare & group; fossil formation (simple); soils from rocks/organic matter Concepts: observing & grouping by properties; research using secondary sources	Forces & magnets: movement on different surfaces; magnetic forces/repulsion; poles; magnetic/non-magnetic Concepts: comparative tests; identifying & classifying; predicting & checking	Plants: functions of roots, stem/trunk, leaves, flowers; requirements for life & growth; water transport; pollination & seed dispersal Concepts: observing over time; fair testing	Light: need light to see; dark is absence of light; reflection; sunlight safety; shadows and how they change Concepts: pattern seeking; modelling with ray diagrams; measuring shadow length	Animals incl. humans: nutrition; skeletons & muscles for support/protection/movement Concepts: research from secondary sources; classifying bones/muscles	Enquiry/Consolidation across Year 3 topics Concepts: planning a fair test; presenting bar charts/tables
	b	States of matter: group as solid/liquid/gas; changes of state with heating/cooling; water cycle, evaporation/condensation Concepts: measurement (°C); observing over time; pattern seeking	Sound: how sounds are made (vibrations); travel through a medium; pitch & volume patterns Concepts: fair tests; using data loggers where available; pattern seeking	Electricity: common appliances; construct simple series circuits; conductors/insulators Concepts: planning & constructing circuits safely; recording with simple diagrams	Living things & habitats: grouping living things; using classification keys; environmental change & dangers Concepts: identifying & classifying; using keys; fieldwork notes	Animals incl. humans: human digestive system; types of teeth & functions; food chains (producer→predator→prey) Concepts: modelling (simple system diagrams); interpreting food chain data	Enquiry/Consolidation across Year 4 topics Concepts: drawing conclusions; improving methods; presenting findings
Phase 3	**a**	Earth & Space: movements of Earth & planets; Moon's	Animals incl. humans: changes in humans from	Living things & habitats: lifecycles of mammals/amphibians/insect	Properties & changes of materials: compare/group by properties; dissolving;	Properties & changes of materials: compare/group by	Forces: gravity; air resistance, water resistance, friction;

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		movement; Earth's rotation → day/night; apparent movement of the Sun Concepts: modelling/orbits; secondary research; explaining with diagrams	birth to old age Concepts: timeline construction; secondary sources; sensitive handling of data	s/birds; reproduction in plants & animals Concepts: observing lifecycles (where appropriate); research; classification links Forces: gravity; air resistance, water resistance, friction; mechanisms (levers, pulleys, gears) Concepts: investigations of drag/force; measuring with force meters	separating mixtures; reversible/irreversible changes Concepts: fair testing; filtering/sieving/evaporating ; recording observations	properties; dissolving; separating - fair testing; recording observations	mechanisms (levers, pulleys, gears) Concepts: investigations of drag/force; measuring with force meters; variables control
	b	Living things & habitats: classify into broad groups incl. microorganisms; use classification keys; give reasons based on characteristics Concepts: using & creating classification keys; careful observation	Evolution & inheritance: fossils as evidence; offspring variation; adaptation leading to evolution (long timescales) Concepts: research; argument from evidence; modelling adaptation	Animals incl. humans: circulatory system (heart, blood vessels, blood); diet, exercise, drugs, lifestyle; nutrient/water transport Concepts: data handling from secondary sources; explanation using models	Electricity: brightness/volume vs number/voltage of cells; reasons for component changes; circuit symbols & diagrams Concepts: planning & measuring in circuits; using standard symbols; fair testing	Light: light travels in straight lines; objects seen when light reflected/emitted to eye; explain shadow size/shape Concepts: modelling with ray diagrams; controlled variables; measurement & explanation	Enquiry/Transition projects - KS2 synthesis Concepts: selecting enquiry types; evaluating reliability; presenting to audience
Phase 4	**a**	Biology - Cells & organisation: cell structure; microscopes; tissues, organs, systems Concepts: microscopy skills; drawing to scale; identifying variables	Chemistry - Particles & separation: particle model; changes of state; methods of separation Concepts: planning practicals; accurate	Physics - Forces & motion (intro): force types; resultant force (qualitative); speed = distance/time Concepts: collecting data; graphs (distance–time); calculating averages	Biology - Ecosystems (intro): feeding relationships; interdependence; adaptations Concepts: field sampling (where possible); classification keys; analysing patterns	Physics - Energy: stores & pathways; conservation; energy transfer & efficiency Concepts: calculations with units; presenting data; evaluation	Earth science - Earth structure & rock cycle (overview) Concepts: sequencing processes; linking particle model to rock changes

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			measurement; risk assessment				
	b	Biology - Respiration & circulation Concepts: planning investigations (e.g., pulse/exercise); data analysis	Chemistry - Elements, periodic table & chemical reactions (acids/alkalis, combustion, oxidation) Concepts: observing evidence of change; word equations; hazard control	Physics - Pressure & moments; stretching & forces Concepts: measurement precision; graphs; proportional reasoning	Physics - Waves: sound & light (reflection/refraction qualitatively) Concepts: wave models; ray diagrams; fair tests	Biology - Photosynthesis & ecosystems (cycles, matter & energy) Concepts: modelling; interpreting data; evaluating sources	Physics - Magnetism & electromagnetism (intro) Concepts: building circuits for electromagnets; investigating variables
	c	Biology - Genetics, variation & evolution (inheritance, DNA overview, natural selection) Concepts: modelling inheritance; interpreting data; argument from evidence	Chemistry - Atomic structure & bonding (ionic/covalent/metallic; properties from structure) Concepts: particle & bonding models; explaining structure–property links	Physics - Electricity (current, potential difference, resistance); series vs parallel Concepts: circuit practicals; accurate measurement; graphs (V–I)	Physics - Energy & heating (conduction, convection, radiation) and insulation Concepts: designing fair tests; calculating energy changes where appropriate	Physics - Space (Earth & solar system; gravity & orbits; seasons/day–night recap) Concepts: modelling orbits; scale & proportion; secondary research	Synthesis/GCSE bridge: rates & reactivity OR advanced ecology depending on school scheme Concepts: planning multi-step investigations; evaluation & reliability
SUPPORTING SUBJECTS							
Humanities							
Phase	**Year**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

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Phase 1	**a**	**History –** Changes within living memory: family, school and community changes. 4-point compass introduced. *KS1 NC: awareness of past; chronological framework; everyday terms; asking questions; how we find out.*	**Geography –** UK countries, capitals & surrounding seas; simple maps; N/S/E/W compass. *KS1 NC: knowledge of UK and world; human/physical vocabulary; first-hand observation; simple fieldwork/map skills.*	**History –** Significant historical individuals: Florence Nightingale & Mary Seacole - lives compared across periods. *KS1 NC: awareness of past; chronological framework; everyday terms; asking questions; how we find out.*	**Geography –** Local area fieldwork: human & physical features; first-hand observation; sketch maps. *KS1 NC: knowledge of UK and world; human/physical vocabulary; first-hand observation; simple fieldwork/map skills.*	**RE –** Belonging & community across faiths: festivals and rituals (Diwali, Easter, Eid, Hanukkah). Christianity & Islam focus. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*	**RE –** Festivals in different religions: symbols, stories and celebrations. Christianity & Hinduism focus. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*
	b	**History –** Events beyond living memory: the Great Fire of London - causes, consequences and sources of evidence. *KS1 NC: awareness of past; chronological framework; everyday terms; asking questions; how we find out.*	**Geography –** Continents & oceans; hot and cold areas of the world; weather patterns and climate zones (introductory). *KS1 NC: knowledge of UK and world; human/physical vocabulary; first-hand observation; simple*	**History –** Significant national events & people: Neil Armstrong / first moon landing; local heritage links. *KS1 NC: awareness of past; chronological framework; everyday terms; asking questions; how we find out.*	**Geography –** A contrasting non-European locality: Kenya - human & physical features compared with the UK; 4-point compass. *KS1 NC: knowledge of UK and world; human/physical vocabulary; first-hand observation; simple fieldwork/map skills.*	**RE –** Sacred texts & stories; rules for living. Christianity (Bible) & Islam (Qur'an) focus. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*	**RE –** Religious symbols & places of worship: church, mosque, synagogue, mandir. Judaism & Sikhism introduced. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*

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			fieldwork/map skills.				
Phase 2	**a**	**History –** Stone Age to Iron Age Britain: hunter-gatherers, Skara Brae, Bronze Age, Iron Age hill forts. Chronological overview. *KS2 NC: chronologically secure knowledge; connections/contrasts; historical terms; change, cause, similarity/difference, significance.*	**Geography –** UK regions & land use; 8-point compass; OS map symbols. Fieldwork: school locality mapping. *KS2 NC: locational/place knowledge; human & physical geography; 8-point compass, grid refs, maps/atlases/GIS; fieldwork.*	**History –** Local history depth study: significant local site or event, pre- or post-1066 (links to nearest heritage site). *KS2 NC: chronologically secure knowledge; connections/contrasts; historical terms; change, cause, similarity/difference, significance.*	**Geography –** Weather & climate: seasons, temperature, rainfall, the water cycle. Rivers: key features and processes introduced. *KS2 NC: locational/place knowledge; human & physical geography; 8-point compass, grid refs, maps/atlases/GIS; fieldwork.*	**RE –** Rules, morality & belonging: comparative study of moral codes across Christianity, Islam and Buddhism. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*	**RE –** Places of worship & community life: church, mosque, gurdwara, temple - architecture, purpose and practice. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*
	b	**History –** Roman Empire: why did the Romans invade Britain? Conquest, Romanisation, legacy. Linked to Y3 Iron Age. *KS2 NC: chronologically secure knowledge; connections/contrasts; historical terms; change, cause,*	**History –** Overview: earliest civilisations (Sumer, Indus Valley, Ancient Egypt, Shang). Depth study: Ancient Egypt - society, beliefs, achievements. *KS2 NC: chronologically secure knowledge; connections/contra*	**Geography –** Volcanoes & earthquakes: tectonic plates, ring of fire, fold mountains, human impact. Map work. *KS2 NC: locational/place knowledge; human & physical geography; 8-point compass, grid refs, maps/atlases/GIS; fieldwork.*	**Geography –** Settlements: site, situation, land use patterns, trade links and economic activity. *KS2 NC: locational/place knowledge; human & physical geography; 8-point compass, grid refs, maps/atlases/GIS; fieldwork.*	**RE –** Religious festivals: comparative study (Christmas, Eid ul-Fitr, Vaisakhi, Diwali, Passover, Wesak). All six principal religions. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance;*	**RE –** Different religions: core beliefs, practices and diversity within and between faiths. All six principal religions. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance;*

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		similarity/difference, significance.	*sts; historical terms; change, cause, similarity/difference, significance.*			*questions of meaning/ethics.*	*questions of meaning/ethics.*
Phase 3	**a**	**History –** WWII & its impact on Britain: causes, Blitz, evacuation, Home Front, turning points, consequences. *KS2 NC: chronologically secure knowledge; connections/contrasts; historical terms; change, cause, similarity/difference, significance.*	**Geography –** Local fieldwork project: enquiry question, data collection, GIS/maps, analysis and presentation. *KS2 NC: locational/place knowledge; human & physical geography; 8-point compass, grid refs, maps/atlases/GIS; fieldwork.*	**History –** Anglo-Saxons & Vikings: settlement of Britain, kingdoms, Viking raids and Danelaw, struggle for England to Edward the Confessor. *KS2 NC: chronologically secure knowledge; connections/contrasts; historical terms; change, cause, similarity/difference, significance.*	**RE –** Religious tolerance: respect, dialogue and rights. Interfaith perspectives. Links to British Values. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*	**History –** Victorians: industrialisation, social change, child labour, empire, significant Victorian reformers. *KS2 NC: chronologically secure knowledge; connections/contrasts; historical terms; change, cause, similarity/difference, significance.*	**RE –** Major world religions overview: beliefs, practices and ethics across all six principal religions. Comparative study. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*
	b	**History –** Ancient Greeks: democracy, philosophy, the Olympic Games, influence on the Western world. [Depth civilisation study.] *KS2 NC: chronologically secure knowledge;*	**History –** Non-European society: Benin Kingdom c.900–1300 CE - society, trade, art, links to British contact. [Separate NC requirement.] *KS2 NC: chronologically secure knowledge;*	**History –** Thematic British history post-1066: Crime & Punishment - continuity and change from Anglo-Saxon to present. *KS2 NC: chronologically secure knowledge; connections/contrasts; historical terms; change,*	**Geography –** OS map skills: 4- and 6-figure grid references, contour lines, cross-sections. Fieldwork enquiry using OS maps. *KS2 NC: locational/place knowledge; human & physical geography; 8-point compass, grid refs,*	**Geography –** Biomes & climate zones: global distribution, characteristics, human impact, natural resource distribution. *KS2 NC: locational/place knowledge; human & physical geography; 8-point compass, grid refs,*	**RE –** Ethics & morality applied to contemporary issues: environment, poverty, justice. Pilgrimage & journeys of faith. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of*

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		connections/contrasts; historical terms; change, cause, similarity/difference, significance.	*connections/contrasts; historical terms; change, cause, similarity/difference, significance.*	*cause, similarity/difference, significance.*	*maps/atlases/GIS; fieldwork.*	*maps/atlases/GIS; fieldwork.*	*worship; respect/tolerance; questions of meaning/ethics.*
Phase 4	**a**	**History –** Medieval Britain 1066–c.1350: Norman conquest, feudalism, power of the Church, Magna Carta, Black Death. *KS3 NC: extended chronological knowledge; significant events; trends; historical concepts & methods; evaluate interpretations.*	**Geography –** Development & population: measures of development, population distribution, urbanisation, settlement patterns. *KS3 NC: consolidated world knowledge; interaction of human & physical processes; fieldwork, data analysis, maps/GIS, models & theories.*	**History –** Renaissance & Reformation c.1350–1600: humanism, printing press, Church reform, Tudor England. *KS3 NC: extended chronological knowledge; significant events; trends; historical concepts & methods; evaluate interpretations.*	**Geography –** Rivers & flooding: fluvial processes, landforms, flood management, human interaction. Fieldwork opportunities. *KS3 NC: consolidated world knowledge; interaction of human & physical processes; fieldwork, data analysis, maps/GIS, models & theories.*	**RE –** Philosophical & ethical questions: arguments for/against belief, worldviews introduction, ethical frameworks. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*	**RE –** Religion & society: diversity, identity, rights & responsibilities. Case studies from multiple faith communities. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*
	b	**History –** Industrial Revolution & British Empire: industrialisation, urbanisation, migration and	**Geography –** Weather hazards & climate: tropical storms, drought, climate change causes and effects.	**History –** Decolonisation & global interconnections: empire to independence, case studies (India, Africa), migration and identity.	**Geography –** Coasts: coastal processes, erosion and deposition landforms, management strategies. Fieldwork & decision-making.	**RE –** Humanism & non-religious worldviews: secular ethics, human rights, ethics in public life.	**RE –** Religion in society: media portrayal, law and religion, pluralism and coexistence.

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		economic change c.1750–1900. *KS3 NC: extended chronological knowledge; significant events; trends; historical concepts & methods; evaluate interpretations.*	UK weather systems. *KS3 NC: consolidated world knowledge; interaction of human & physical processes; fieldwork, data analysis, maps/GIS, models & theories.*	*KS3 NC: extended chronological knowledge; significant events; trends; historical concepts & methods; evaluate interpretations.*	*KS3 NC: consolidated world knowledge; interaction of human & physical processes; fieldwork, data analysis, maps/GIS, models & theories.*	*RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*	*RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*
	c	**History –** WWI: causes (MAIN), key battles, trench warfare, role of empire. Interpretations of the war. *KS3 NC: extended chronological knowledge; significant events; trends; historical concepts & methods; evaluate interpretations.*	**Geography –** Globalisation & trade: global supply chains, TNCs, development and inequality, sustainable development. *KS3 NC: consolidated world knowledge; interaction of human & physical processes; fieldwork, data analysis, maps/GIS, models & theories.*	**History –** Interwar period & WWII: Treaty of Versailles, rise of fascism, Holocaust, consequences. Interpretations compared. *KS3 NC: extended chronological knowledge; significant events; trends; historical concepts & methods; evaluate interpretations.*	**Geography –** Global issues: climate change (science, politics, solutions), globalisation winners and losers, food security. *KS3 NC: consolidated world knowledge; interaction of human & physical processes; fieldwork, data analysis, maps/GIS, models & theories.*	**History –** Civil Rights & post-1945 world: USA Civil Rights movement, Cold War, decolonisation legacy, Britain's changing society. *KS3 NC: extended chronological knowledge; significant events; trends; historical concepts & methods; evaluate interpretations.*	**RE –** Identity, beliefs & applied ethics: medical ethics, environmental ethics, interfaith dialogue, extremism & tolerance. *RE (non-statutory NC): major religions & worldviews; beliefs, practices, festivals, sacred texts, places of worship; respect/tolerance; questions of meaning/ethics.*
Art / DT / Computing							

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	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1	a	Art: Colour mixing & expressive painting	DT: Moving Pictures (Levers & Sliders)	Computing: Digital Storybooks (Images + Text)	Art: Printmaking with Objects	DT: Mini Animal Shelters (Simple Construction)	Computing: BeeBot Coding Adventures
	b	Art: Story Character Illustration	DT: Wheeled Vehicles (Axles & Wheels)	Computing: Coding	Art: Clay Creatures (Texture & Form)	DT: Healthy Snack Project (Food Tech)	Computing: Scratch Jr Animation
Phase 2	a	Art: Celtic Pattern Art	DT: Levers & Linkages Storybooks	Computing: Stop-Motion Animation	Art: Watercolour Landscapes	DT: Mini Greenhouses (Frames + Panels)	Computing: Scratch Adventure Game (Events & Variables)
	b	Art: Collages	DT: Pneumatic Toys	Computing: Audio Production (Recording & Editing)	Art: Stained glass windows	DT: Sewing a bag	Computing: Photo editing
Phase 3	a	Art: Famous artists	DT: Automata	Computing: Video production	Art: 3D art	DT: Woodwork (planter)	Computing: 3D modelling
	b	Art: Perspective Drawing (1-Point)	DT: Fairground Rides (Cam Systems)	Computing: Build a Website (Layout, Links, Media)	Art: Batik / Textile Resist Art	DT: World Cuisine & Nutrition (Food Tech)	Computing: Data & Spreadsheets (Formulas, Charts)
Phase 4	a	Art: Portraiture & Proportion (Graphite Shading)	DT: CAD Product Design (Iterative Design)	Computing: Fundamentals (Sequence, Selection, Iteration)	Art: Mixed-Media Assemblage (Contextual Study)	DT: Intro Electronics (Circuits in Products)	Computing: Digital Audio Editing (Multi-track)
	b	Art: Pop Art Project (Colour & Print)	DT: Wearable Tech (E-Textiles)	Computing: Game Design (Sprites, Physics, Scoring)	Art: Wire & Plaster Sculpture (Form & Armature)	DT: Architecture Challenge (Earthquake-Resistant Model)	Computing: Digital Graphics & Advertising (Vector/Bitmap)

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	c	Art: Symbolism & Identity (Personal Project)	DT: Sustainable Product Design (Lifecycle & Materials)	Computing: App Interface Design (Wireframes & UI)	Art: Experimental Printmaking (Lino/Reduction)	DT: Advanced Wood/Metal Project (Joints & Finishing)	Computing: Intro to AI & Data Science (Data & Ethics)

Physical Education							
	Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Phase **Phase 1**	**a**	**Ball Skills** Rolling, stopping, throwing, catching, dribbling, combining basic skills.	**Team Games** Chasing, avoiding, teamwork, simple attacking/defending, small team games.	**Gymnastics** Shapes, travelling, balancing, simple rolls, sequencing.	**Dance** Copying actions, rhythm, using levels, partner work, simple choreography.	**Athletics** Running at different speeds, jumping, throwing, simple PB challenges.	**OAA** Following instructions, cooperation, simple problem-solving, navigation basics.
	b	**Ball Skills** Refined rolling, underarm/overarm throws, catching on the move, dribbling, combining skills.	**Team Games** Basic tactics, spacing, cooperation, simple attacking/defending roles.	**Gymnastics** Refined shapes, pathways, apparatus introduction, rolls, sequences.	**Dance** Movement phrases, speed/level changes, partner motifs, structured sequences.	**Athletics** Technique focus in run–jump–throw, PB challenges.	**OAA** Navigation basics, team problem-solving, communication roles, simple routes.

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Phase 2	**a**	**Ball Skills** Advanced tracking, directional catching, tactical dribbling, combined skills.	**Team Games** Attacking support play, defending basics, teamwork, small-sided games.	**Gymnastics** Apparatus control, balances, rolls, transitions, sequencing.	**Dance** Motifs, formations, dynamics, group choreography.	**Athletics** Running technique, take-off and landing, improved throwing mechanics.	**OAA** Route following, symbol reading, problem-solving, teamwork.
	b	**Ball Skills** First touch, directional dribbling, tactical passing, skill combinations under pressure.	**Team Games** Width/depth in attack, marking/intercepting, structured small games.	**Gymnastics** Counterbalances, apparatus flow, complex rolls, refined sequences.	**Dance** Complex motifs, formations, dynamics, structure and transitions.	**Athletics** Biomechanics intro, acceleration, jump technique, PB analysis.	**OAA** Map orientation, team strategy, advanced challenges.
Phase 3	**a**	**Ball Skills** Advanced ball manipulation, scanning, tactical receiving, skill combos.	**Team Games** Pressing, transitions, tactical structures, game intelligence.	**Gymnastics** Advanced balances & rolls, apparatus confidence, composition work.	**Dance** Choreographic devices, shadowing, formation shifts, expressive sequences.	**Athletics** Pacing, power, angle optimisation, event circuits, PB analysis.	**OAA** Leadership, complex routes, strategic teamwork, advanced problem-solving.
	b	**Ball Skills** Elite-level control, pressure decision-making, scanning, combination play.	**Team Games** Systems of play, tactical decision-making, structured attack/defence units.	**Gymnastics** High-level sequences, advanced rotations, apparatus mastery.	**Dance** Professional-level devices, motif expansion, detailed performance analysis.	**Athletics** Refined mechanics, sprint techniques, advanced jumps/throws, competition prep.	**OAA** Full navigation, complex team strategies, extended challenge course.

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Phase 4	**a**	**Games: Tactics & Strategies** Space, control, attacking/defending strategies, switching play, conditioned games.	**Gymnastics: Technique & Performance** Core shapes, travelling, balances, rolls, sequence construction and evaluation.	**Dance: Advanced Dance Techniques** Actions/dynamics, motif introduction, devices (canon, unison), group choreography.	**Athletics: Technique Development** Sprinting, pacing, jumping and throwing technique, PB challenges.	**OAA Part 1** Team communication, problem-solving, trust tasks, navigation basics, map reading.	**Individual Sports (Badminton/Tennis)** Grip, stance, serving, rally development, tactics, ladder tournament.
	b	**Games: Advanced Tactics** Tactical awareness, creating space, defensive systems (zonal/press), systems of play.	**Gymnastics: Complex Sequences** Advanced shapes, complex travelling, paired balances, rolls/rotations, apparatus.	**Dance: Styles & Forms** Dance styles (street/contemporary), motif variation, expressive performance.	**Athletics: Event Technique** Sprint start, pacing, high/long jump, shot put/javelin, event specialisation.	**OAA Part 2** Advanced communication, leadership, multi-stage tasks, navigation, team challenge.	**Net/Wall Games: Tactical Play** Shot placement, court awareness, defensive positioning, competitive play.
	c	**Games: Strategy & Performance Analysis** High-level tactics, positional roles, attacking patterns, defensive organisation, self-analysis.	**Gymnastics: Advanced Performance** High-level shapes, advanced balances, flight elements (intro), complex roll combinations.	**Dance: Choreography Mastery** Technique refinement, motif creation/development, layering devices, musical interpretation.	**Athletics: Specialism & Analysis** Event selection, biomechanics of running/jumping/throwing, data tracking, athletics meet.	**OAA: Advanced Team Leadership** Leadership, strategy planning, orienteering multi-stage routes, expedition challenge.	**Games: Competitive Performance** Technique refinement, strategy under pressure, conditioned games, end-of-KS3 assessment.
PSHE - Years 3–6							

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Relationships - Families and friendships What makes a family; features of family life Safe relationships - Personal boundaries; safely responding to others; impact of hurtful behaviour	Relationships - Respecting ourselves and others Recognising respectful behaviour; importance of self-respect; courtesy and being polite	Living in the wider world - Belonging to a community Value of rules and laws; rights, freedoms and responsibilities Media literacy - How the internet is used; assessing information online	Living in the wider world - Money and work Different jobs and skills; job stereotypes; setting personal goals	Health and Wellbeing - Physical health and mental wellbeing Health choices and habits; what affects feelings; expressing feelings Growing and changing - Personal strengths and achievements; managing and reframing setbacks	Health and Wellbeing - Keeping safe Risks and hazards; safety in the local environment and unfamiliar places
Y4	Relationships - Families and friendships Positive friendships, including online Safe relationships - Responding to hurtful behaviour; managing confidentiality; recognising risks online	Relationships - Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Living in the wider world - Belonging to a community What makes a community; shared responsibilities Media literacy - How data is shared and used	Living in the wider world - Money and work Making decisions about money; using and keeping money safe	Health and Wellbeing - Physical health and mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing - Physical and emotional changes in puberty; external genitalia; hygiene routines; support with puberty	Health and Wellbeing - Keeping safe Medicines and household products; drugs common to everyday life
Y5	Relationships - Families and friendships Managing friendships and peer influence Safe relationships -	Relationships - Respecting ourselves and others Responding respectfully to a wide range of people; recognising	Living in the wider world - Belonging to a community Protecting the environment; compassion towards others Media literacy - How information online is targeted; media types and their impact	Living in the wider world - Money and work Identifying job interests and aspirations; influences on career choices; workplace stereotypes	Health and Wellbeing - Physical health and mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Growing and	Health and Wellbeing - Keeping safe Keeping safe in different situations including emergencies, first aid and FGM

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	Physical contact and feeling safe	prejudice and discrimination			changing - Personal identity; recognising individuality and different qualities; mental wellbeing	
Y6	Relationships - Families and friendships Attraction to others; romantic relationships; civil partnership and marriage Safe relationships - Recognising and managing pressure; consent in different situations	Relationships - Respecting ourselves and others Expressing opinions and respecting others' viewpoints	Living in the wider world - Belonging to a community Valuing diversity; challenging discrimination and stereotypes Media literacy - Evaluating media sources; sharing things online	Living in the wider world - Money and work Influences and attitudes to money; money and financial risks	Health and Wellbeing - Physical health and mental wellbeing What affects mental health; managing change, loss and bereavement; managing time online Growing and changing - Human reproduction and birth; increasing independence; managing transition	Health and Wellbeing - Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Y7	Health & wellbeing - Transition and Safety Transition and personal safety in and out of school	Living in the wider world - Developing skills and aspirations Careers, teamwork and enterprise skills and raising aspirations	Relationships - Diversity Diversity, prejudice and bullying	Health & wellbeing - Health and puberty Healthy routines, influences on health, puberty, unwanted contact and FGM	Relationships - Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Living in the wider world - Financial decision making Saving, borrowing, budgeting and making financial choices
Y8	Health & wellbeing - Drugs and alcohol Alcohol and drug misuse and pressures relating to	Living in the wider world - Community and careers Equality of opportunity in careers and life	Relationships - Discrimination Discrimination in all its forms including racism, religious discrimination, disability discrimination, sexism,	Health & wellbeing - Emotional wellbeing Mental health and emotional wellbeing including body image and coping strategies	Relationships - Identity and relationships Gender identity, sexual orientation, consent,	Living in the wider world - Digital literacy Online safety, digital literacy, media

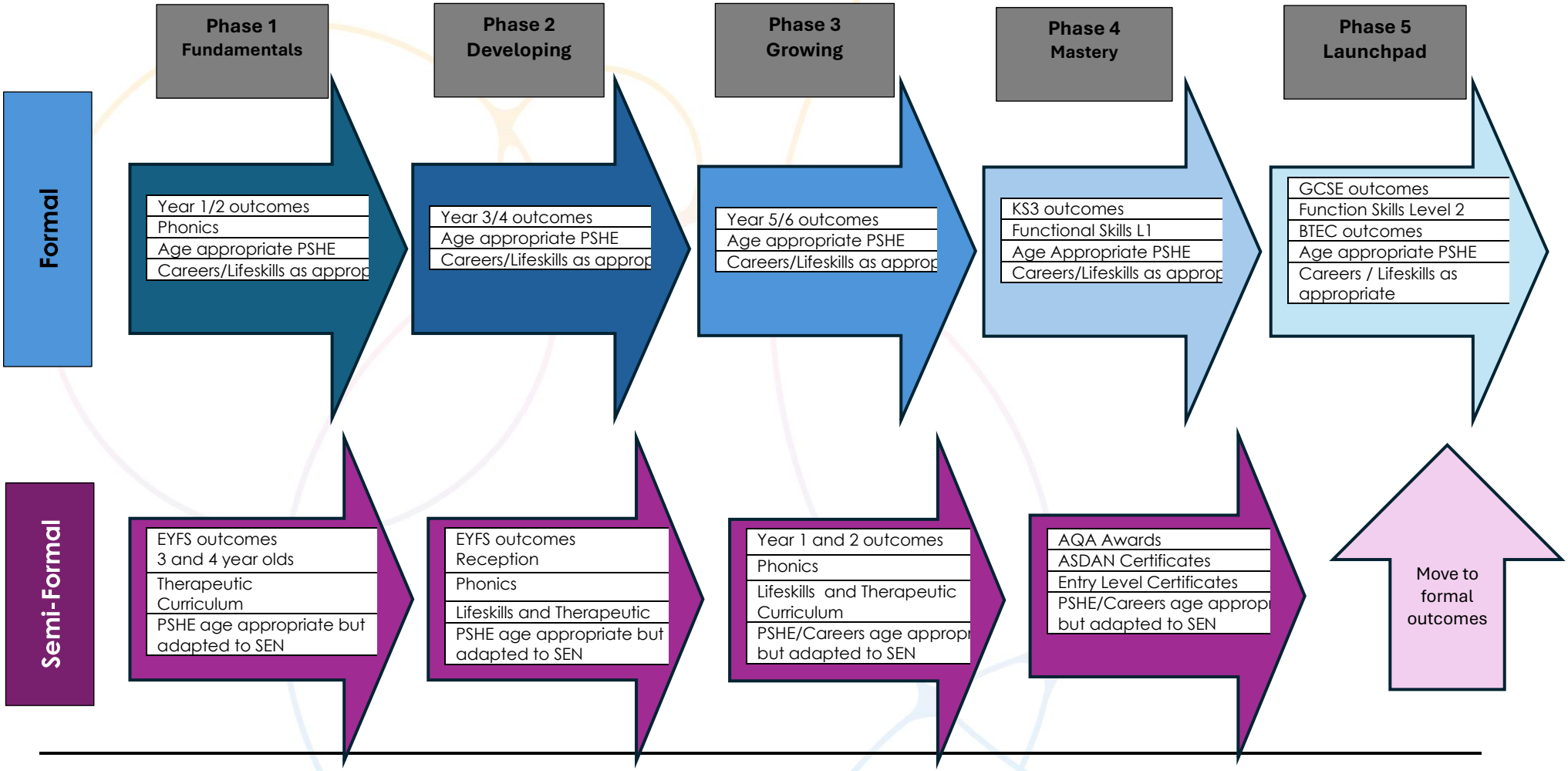
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	drug use; peer influence	choices; different types and patterns of work	homophobia, biphobia and transphobia		sexting and introduction to contraception	reliability and gambling hooks
Y9	Health & wellbeing - Substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation	Living in the wider world - Setting goals Learning strengths, career options and goal setting as part of GCSE options	Relationships - Respectful relationships Families and parenting, healthy relationships, conflict resolution and relationship changes	Health & wellbeing - Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices including first aid	Relationships - Intimate relationships RSE including consent, contraception, STI risks and attitudes to pornography	Living in the wider world - Employability skills: employability and online presence

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Pathways:

Curriculum offer as the school develops with KS4



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Qualifications (from 26/27)

GCSEs	Functional Skills	BTECS	Additional Qualifications
English Language English Literature Maths Biology History Geography	English ELC1/ ELC2/ ELC3 English L1/L2 Maths ELC1/ELC2/ELC3 Maths L1/L2 Science L1 ELC1/ELC2/ELC3	L2 Cooking Introductory L1 Science Introductory L1 Computing Introductory L1Land-Based Studies Introductory L1 Health and Social Care Introductory L1 Art Introductory L1 Vocational Studies Introductory L1 Business Introductory L1 Looking after Children Introductory L1 Technology	Sports Leaders AQA Awards/Certificates ASDAN awards / Certificates Hair and beauty

Therapeutic Offer

Our therapeutic and pastoral curriculum is offered alongside the academic curriculum depending on the pathway of the pupil, alongside the needs of each individual child. The curriculum will be delivered by our trained pastoral team, with support from the Keys clinical team, with interventions offered to pupils from specialist clinicians where appropriate.

Universal Core Offer

Small group PSHE and tutor sessions covering emotional literacy and other key areas of social development
Access to key trusted adults
Access to regulation and decompression zones both in and out of main teaching classrooms.

Enriched Offer

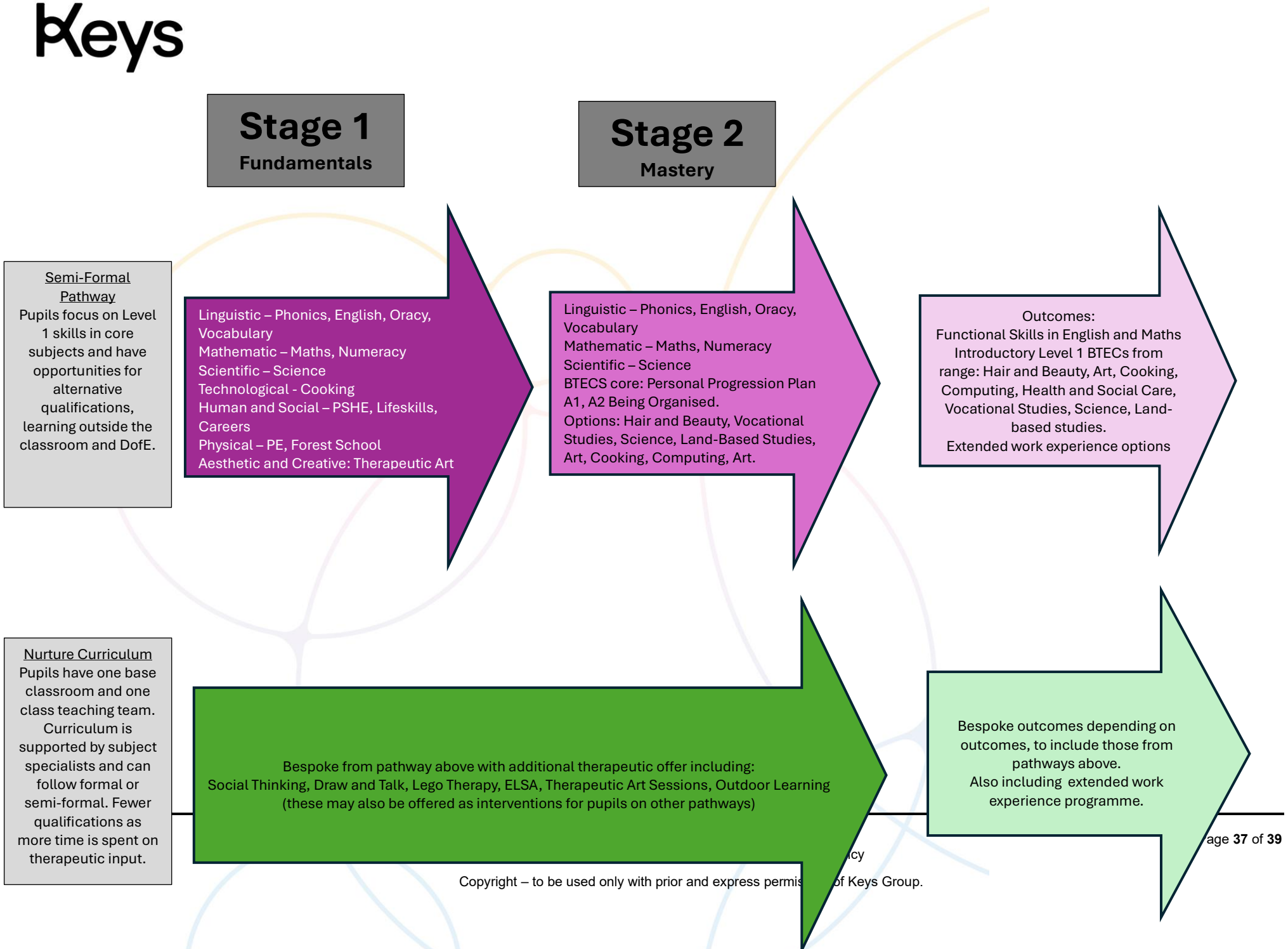
Group sessions as appropriate from a range of pastoral support, such as:

Mindfulness
Lego Therapy
Language for Emotions and Behaviour
Skills for Life
Life Stories

Focused Offer

1:1 sessions as appropriate with pastoral worker and/or clinician as appropriate.
This may include:
Draw and Talk
SaLT sessions
Occupational Therapy
Sessions with Assistant Psychologist

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- Fundamental British values mapping, showing where each of the four values is taught, how it is promoted, and the pupil work that evidences understanding:

Fundamental British Values Mapping

Fundamental British Value	Where It Is Taught	How It Is Promoted	Evidence of Pupil Understanding
Democracy	PSHE, Citizenship, School Council, Pupil Leadership Roles, Class Discussions, History	School Council elections, pupil voice surveys, voting opportunities, democratic decision-making in class, leadership responsibilities	Ballot papers, School Council minutes, pupil questionnaires, pupil reflections, presentations, discussion records, pupil voice interviews
Rule of Law	PSHE, Behaviour Curriculum, Assemblies, RE, History	Clear behaviour expectations, classroom rules, restorative approaches, rewards and sanctions, visits from police and community services	Behaviour records, pupil discussions about rules, class charters, written reflections, PSHE work demonstrating understanding of consequences and fairness
Individual Liberty	PSHE, RSE, E-Safety, Computing, Assemblies	Encouraging independent choices, pupil leadership opportunities, safe risk-taking, online safety education, expressing opinions respectfully	Goal-setting activities, pupil reflections, e-safety work, learning journals, pupil voice evidence showing understanding of rights and responsibilities
Mutual Respect	PSHE, RE, Assemblies, Whole-school Behaviour Curriculum, Collaborative Learning	Positive relationships, anti-bullying initiatives, teamwork opportunities, staff modelling respectful behaviour, celebration of achievements	Anti-bullying work, collaborative projects, pupil discussions, behaviour records, learning walks, pupil interviews demonstrating respectful attitudes

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Tolerance of Different Faiths and Beliefs	RE, PSHE, Assemblies, Geography, History, Cultural Celebration Events	Learning about different religions and cultures, visitors, educational visits, themed weeks, diverse curriculum resources	RE books, project work, displays, pupil discussions, cultural celebration activities, written reflections showing appreciation of diversity

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