

**COOMBE BISSETT CoE PRIMARY SCHOOL
CURRICULUM STATEMENT**

OVERARCHING CURRICULUM INTENT	OVERARCHING CURRICULUM IMPLEMENTATION
The overarching curriculum statement is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.	Coombe Bissett identifies the delivery of our overarching curriculum intent as being through: <ul style="list-style-type: none"> • The vision as identified below • The values as identified below • The specific aspects in relation to our vision as detailed below
Specific subjects	Please see these in the specific subject listed below

VISION	VALUES		
<p>Together we can:</p> <p>“Soar on wings like eagles, Run and not grow weary, Walk and not be faint.” Isaiah 40:31</p>	<table border="1"> <tr> <td> <p>Care (love & service)</p> <p>Commitment (friendship & respect)</p> <p>Creativity (solving problems & doing your best)</p> </td><td> <p>Belief (trust & hope)</p> <p>Bravery (courage & justice)</p> <p>Brilliance (wisdom & truth)</p> </td></tr> </table>	<p>Care (love & service)</p> <p>Commitment (friendship & respect)</p> <p>Creativity (solving problems & doing your best)</p>	<p>Belief (trust & hope)</p> <p>Bravery (courage & justice)</p> <p>Brilliance (wisdom & truth)</p>
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INTENT – Our children will...	IMPLEMENTATION – We will deliver a whole curriculum that will...
be the best they can be	<ul style="list-style-type: none"> • provide a broad and balanced curriculum • provide a sequenced and progressive curriculum that builds the retention of knowledge and the development of skills • develops a love of learning • encourage the development of our core Values • encourage a joy in ‘rising to the challenge’ • be personalised to meet the specific individual needs of the child • be delivered by knowledgeable and enthusiastic Teachers who identify personalised next steps for each child • be rigorously monitored and reviewed • be developed through focused CPD and rigorous personalised appraisal for staff • hold to account teachers and leadership to ensure the best outcomes for each individual
flourish into, and be recognised as, a unique and special individual	<ul style="list-style-type: none"> • explore opportunities for each child to find success and reward • personalise the next steps for each child • provide the opportunity for a child too know ‘I am special at ____’

	<ul style="list-style-type: none">• provide performance opportunities for each class, each year										
have the knowledge, skills and characteristics to equip them for their time in the world	<ul style="list-style-type: none">• provide specific learning about British Values (democracy, rule of law, individual liberty, mutual respect and tolerance)• provide opportunities to develop their personal understanding and development of our core Values• provide access to the specific cultural capital needed for the children in modern Britain – a strong vocabulary / a knowledge of music and the arts / an understanding of key stories and texts / introducing them to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement• develop our children’s diamond 9 growth mindset learning powers <table border="1"><tr><td>PERSEVERE</td><td>ASK QUESTIONS</td><td>SET A GOAL</td><td>CHALLENGE YOURSELF</td><td>ORGANISE</td></tr><tr><td>FOCUS</td><td>COLLABORATE</td><td>IMAGINE</td><td>PRACTICE</td><td></td></tr></table> <ul style="list-style-type: none">• encourage a joy in ‘rising to the challenge’	PERSEVERE	ASK QUESTIONS	SET A GOAL	CHALLENGE YOURSELF	ORGANISE	FOCUS	COLLABORATE	IMAGINE	PRACTICE	
PERSEVERE	ASK QUESTIONS	SET A GOAL	CHALLENGE YOURSELF	ORGANISE							
FOCUS	COLLABORATE	IMAGINE	PRACTICE								
feel dignity about themselves, have self-confidence, and know how to manage their wellbeing	<ul style="list-style-type: none">• provide specific learning about PSHE, RSE, mindfulness, spiritual health• provide high quality PE, regular competitive sports, regular outdoor learning (forest school), and daily opportunities for physical activity• provide opportunities for outdoor adventurous activities at residential• encourage the development of our core Values• develop children’s ability to accept that things do not always go right, go the way they want them to – and to adapt to this acceptance										
have the courage to stand up for what is right and make a positive difference to others and the world	<ul style="list-style-type: none">• encourage the development of our core Values• provide opportunities for pupil leadership (e.g. school council, team captain, worship council, class ambassador, peer leadership)• provide opportunities for pupils to take a lead in worship• provide opportunities for commitment to charities – 3x year pupil charity• develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures										
know that they are loved and cherished within a caring Christian environment	<ul style="list-style-type: none">• provide opportunities for spiritual reflection• deliver high quality RE										

ENGLISH: writing
"You can make anything by writing.": C S Lewis
Intent
<p>At Coombe Bissett, we want every child to acquire the skills to communicate their knowledge, ideas and dreams through their writing. Words are valued and celebrated, explored and experimented with.</p> <p>In line with age-related expectations, every child will be supported to communicate confidently through their writing: employing a wide vocabulary, demonstrating secure understanding of English grammar conventions and applying rules and patterns learned in their spelling. They will write clearly, accurately and coherently and learn to adapt language, style and structure to suit intended audience and purpose. In sharing and publishing their work, children will take pride in presentation, acquiring and employing a fluent, joined handwriting style. Writing will be edited and improved throughout the writing process independently and in partnership with peers or adults. Children will read aloud from their own writing, proud to share it with an audience.</p>
Implementation
<p>This will be achieved through:</p> <ul style="list-style-type: none"> • a daily English lesson based around the Talk4Writing model or text analysis and implementation • weekly opportunities for extended writing in English and across the curriculum • daily phonics lessons in EYFS and KS1, following the 'Song of Sounds' programme • weekly spelling lists containing common exception words, statutory spelling s and words which follow taught rules/patterns: practised daily, shared at home and then tested the following week • grammar and punctuation taught and practised daily through the context of the writing genre, with specific areas of focus taught discretely using 'No-Nonsense Grammar' materials • a one (EYFS) or two-year planning cycle for different genres of narrative and non-fiction as stated in our writing curriculum map which has been aligned with the Wiltshire Progression in Writing document • in-lesson and preparatory intervention to enable all our pupils to access the learning at age-related expectation wherever possible • marking which celebrates and supports development through identification of short-term next steps (individual and/or group targets) and spellings for practice • regular assessment and recording of progress through Classroom Monitor • the use of appropriate support materials to aid independence including writer's toolkits, word lists, dictionaries and thesauruses • classroom displays – consistent across the school – which reflect and support current areas of focus • regular opportunities for the celebration of quality writing through the awarding of merits, weekly certificates, display, competitions and our annual Spelling Bee

ENGLISH: reading
"Words are our most inexhaustible source of magic.": Albus Dumbledore (J K Rowling)
Intent

We want every child at Coombe Bissett to love reading: to immerse themselves in imaginary worlds; to be challenged to view the world through someone else's eyes; to have the skills to access information to support their learning in and out of the classroom. In line with age-related expectations, every child will be supported to become a fluent, confident reader able to transfer their skills across genres and text types and be equipped to access the written word in all its forms. Children will be exposed to a range of quality texts and taught decoding and comprehension skills that will allow them to enter the next phase of their education equipped to work with greater independence.

Implementation

This will be achieved through:

- daily phonics lessons (YR – 2) following a structured approach to sound acquisition - 'Song of Sounds'
- progression through the school reading scheme – closely aligned to the phonics programme in EYFS and KS1 – to support accuracy, fluency and comprehension
- daily whole class guided reading lessons throughout the school following the school's 'reading spine' of challenging texts and incorporating the active teaching of formal comprehension skills (R, 1 and 2 taught separately)
- regular 1:1 reading
- in-lesson and preparatory intervention to enable all our pupils to access the learning at age-related expectation wherever possible
- reading records to support the home-school partnership so essential to the reading journey
- a well-resourced library for reading enrichment and independent research opportunities
- displays of quality texts (including whole class reader) to support/reflect current area(s) of focus
- regular assessment (formative and summative) and recording of progress through Classroom Monitor
- opportunities to celebrate reading through Reading Olympiad, weekly certificates, paired reading across the school, themed book events including author visits, annual book fair

MATHS

"Mathematics is not about numbers, equations, computations or algorithms: it is about understanding.": William Paul Thurston.

Intent

- **Mathematics Statement of Intent**

The intent of our Mathematics curriculum is to provide a curriculum which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that Mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and

engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.

The national curriculum for Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

CURRENTLY – AS PART OF THE COVID-19 RECOVERY – WE ARE FOLLOWING THE WILTSHIRE PRIORITISED MATHS CURRICULUM.

The content and principles underpinning the 2014 Mathematics curriculum and the Mathematics curriculum at our school reflect those found in high-performing education systems internationally. These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The large majority of children progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.

- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

To ensure whole school consistency and progression, the school uses the Archimedes Mathematics Hub Mixed Age Planning supported by the 'Hamilton Trust' scheme.

Mathematics is taught discretely on a daily basis:

- A whole class Mathematics Lesson (mornings).
- A Fluency Session (afternoons).

Mathematical topics are taught in repeated blocks, to enable revisiting of the topic areas through the year, with planned progression and the achievement of 'mastery' over time. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate. Children who are identified as requiring further support to understand concepts are supported through additional Intervention sessions using the Rising Stars 'On Track Maths' programme, that enables teachers to fill gaps in children's knowledge and raise attainment with structured short sessions targeted at specific strands.

Mathematics is also a key part of weekly Homework, providing further practice in both Fluency and curriculum areas.

EYFS

"Tell me and I forget, teach me and I may remember, involve me and I learn." Benjamin Franklin 1706-1790

Intent

At Coombe Bissett Primary School we are committed to the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in our school, the community and beyond. Our aim in the EYFS is to build strong and secure foundations rooted in success, both in their personal academic achievements and in their personal, social and emotional well-being development. We aim for our children to develop and go on to be active, caring citizens of society and happy, curious life-long learners, with a belief in themselves that they can do. We intend to give all children the best possible start we can as they embark on their learning journey into the gateway of education and for all children to make at least good progress in all areas of their development, regardless of their starting points.

We provide a secure foundation through learning and development opportunities, which are planned around the needs and interests of all children, that enables their cultural capital to be built upon for their future successes, regardless of their starting points. Our curriculum enhances the opportunities and experiences available to our children and we provide opportunities for individual pathways of creativity to be fostered and supported. We believe

our planned curriculum provides the knowledge, skills and understanding all our children need, including SEN and disadvantaged children. It is our intention to make a difference to all the children in our care by immersing them into the experiences of the awe and wonder of the world in which they live.

Our children come from a variety of both backgrounds and nursery settings that feed into our school each year. We have a planned and detailed induction programme which allows for a smooth transition into our school as we begin to understand and value the cultural capital that each child brings. We are then able to ensure the children are well adjusted and ready to play and learn at the beginning of Term 1. We believe parents are a vital part of this learning journey and provide opportunities throughout the year for parents to engage with and support their child's learning experiences. This enables us to have a greater insight into the cultural capital of the family and therefore plan in a more meaningful and flexible way for both the child and their family.

Implementation

Curriculum:

At Coombe Bissett Primary School we follow the Early Years Statutory Framework for the Early Years, updated March 2017, by the DFE. The framework specifies the requirement for learning and development in the Early Years. We also follow the non-statutory guidance material "Development Matters", to support the statutory framework.

We have a planned curriculum that is child – centred and is based on the wow experiences and topics that engage, motivate and interest all the children, building on the cultural capital they already have. We encourage creativity through active learning and delivery is play based with a balance of child initiated and adult led learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding in the seven areas of the EYFS curriculum: Personal, Social and Emotional Development, Physical Development and Communication and Language, being the 3 prime areas and Literacy, Mathematics, Understanding the World and Expressive Arts and Design, being the 4 specific areas. Planning is flexible and may change depending on the children's interests and the experiences they bring and show. It is through the provided opportunities for learning and development that our children develop a curiosity and fascination in the awe and wonder of the world around them.

We use the 4 themes of Unique Child, Positive Relationships, Enabling Environments and Learning and Development to provide support for our observations, assessments and planning cycle. Children learn and develop in different ways therefore these overarching principles still underpin our approach in all that we do. We use the 3 Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically to plan our provision. We have a class timetable where the areas of PSHE, including a time for daily healthy snack eating, RE and PE are taught at specific times of the week. The environment is regularly reviewed and provision and activities tailored to meet the needs of the given cohort. Towards the end of the year we plan for their transition to the Y1 curriculum.

Reading:

The children take part in the whole school reading spine lesson, which takes place at the beginning of everyday. This provides all the children with access to good quality texts, to listen a story, to use their language and communication and later in the year, opportunities to extend their reading into their writing, using the high quality chosen texts. During the week the children will read at least once on a 1 to 1 with an adult and work on 2 adult led literacy tasks. Reading books are checked and changed x3 a week. Each child is able to access the school library to choose a book, supported by an adult. The library book provides opportunities for the children to share a book that may be beyond their reading age, but is shared with an adult to establish a love of reading and to be immersed in quality texts. Our library offers different types of books for the children to choose from, including those texts that are used in the reading spine lessons.

Phonics:

We use the Song of Sounds phonics scheme and the Government's Letters and Sounds phases programme. We teach a daily phonics lesson which is planned for and supported by good quality resources. We use the planned assessments for both these programmes throughout the year to identify children who may need extra help and intervention. Reading books, book marks, sound bags, dictations and spellings, all support the weekly structured teaching of phonics.

Writing:

Children have opportunities to both mark make and then write throughout the day. Basic letter formation is taught on a regular basis. We use letters with entry strokes from the beginning of the Reception year. There is evidence of writing on displays. All children have a name card to copy their names from. The children use their phonic knowledge to write decodable words and tricky words. They progress to writing simple sentences with basic punctuation. They are able to access resources to support this learning, including Sound Mats and Alphabet Cards.

Maths:

We teach Maths using the Concrete, Pictorial, Abstract Approach. We have a variety of Maths resources, including Numicon.

Continuous Provision:

The children have access to a range of continuous provision tasks, both inside and outside. The opportunities for continuous provision enable children to embed their learning and use the taught skills throughout the year to become independent, innovative, creative learners who are able to analyse and problem solve. During the day the children have the opportunities to work independently, work collaboratively with their friends and with the adults working in the class. Our classroom is divided into areas to allow the children to make informed choices in their play. It is through this play that we believe children are best able to demonstrate their knowledge and skills, pursue opportunities for social interaction and has an impact on their understanding about the world around them

Enrichment:

Throughout the year we plan opportunities for children to learn and develop using outside agencies and opportunities. These include a visit from our community policeman, the Wiltshire Fire Service, our local doctor, WAA to provide First Aid training, drama groups, musicians and NSPCC. We walk the children to our local village, to see the shop and take part in Church services each term, we visit the local farm each year to see the new lambs, sheep shearing and ride on the trailer, we visit the WWT nature reserve at Coombe Bissett for warden led activities. Last year the children were allowed to take a sheep fleece back to class and we were able to make it into felt and create Space pictures. All children have the opportunity to take part in the school Nativity each year and perform on the stage at the Village Hall. We have 2 class trips each year. We take the children to Salisbury Cathedral and the water meadows for one trip and then to the beach in the summer. Other trips may be organised depending on museums, festivals, art exhibitions etc that may be held locally.

Observations:

Children develop and learn in different ways and through observations we are able to understand how each child is developing their learning styles. Observations are regularly planned for and noted and recorded by the adults. There are however, often unplanned Wow steps in their learning and photos and videos are used to capture these at short notice. All adults understand the importance of observations in the planning cycle. We use assessments from parents and home to support our assessment progress.

Assessments:

Formative assessments are used and planned for to inform planning and the children's next steps. We use the Tapestry platform to record the progress of children. We use Tapestry to record the Baseline Assessment completed in Term 1. We use Tapestry to record the milestones in the age and month bands

of Development Matters throughout the year. Parents record milestones of their child's learning at home on Tapestry. Summative assessments are completed at the end of the year in the form of the EYFS Profile and a written report of the Characteristics of Effective Learning. We also assess the needs and interests of the children throughout the year and the adults build up a picture of this throughout the year to share with other adults working in the setting.

Planning:

Planning is long term, medium term and short term and within the cycle of Observation-Assessment-Planning. Planning includes whole school projects, class topics and enrichment opportunities, including school trips, visits and visitors into our school. We are confident with "In the moment Planning", as this supports the cultural capital and interests that a child may show on that day.

Celebrations: We use the whole school policy for recognising and celebrating good behaviour and achievements in learning. We use the traffic light system, plus a gold circle to celebrate behaviour, a token system to celebrate work and behaviour achievements and the certificate system, 4 each week, to celebrate achievements in learning, both in school and at home. We use a class sticker system to recognise individual achievements for everything during the school day. These are kept on the child's individual sticker sheet.

Working with Parents: We highly value the vital role which all parents play in their learning and development. We recognise the role that parents have in educating their children through:

Our detailed induction programme both welcomes and informs parents of the value they have in supporting their child as they begin their learning journey, both with us and in their future schools. We have a parent information evening before the children start in September and also home visits. We hold information evenings in Term 1 to explain the teaching of Maths and Literacy and the use of Tapestry to support parent input with assessments. The at home access to Tapestry and the child's on line Learning Journey, allows our parents to be a part of our assessments. We hold 2 further parent meetings during the year to inform parents of the progress their child is making and how they can support their child at home. Communication with parents is important to us and all parents receive the school letters, class letters and Governor newsletters. In addition to this, every child has a message book to be used by home and school. The message book is checked daily by an LSA. Parents are encouraged to sign the children's reading diaries and homework diaries. We maintain an Open Door policy, where parents feel welcomed into the school and classroom at any time to discuss any queries or concerns.

Governance: We have a dedicated Early Years link Governor who visits Oak Class on a regular basis. A focus is agreed with class teachers and reports are written and shared at FGB meetings.

PHONICS

"Reading is the gateway skill that makes all other learning possible." Barack Obama

Intent

At Coombe Bissett Primary School, phonics is taught in Reception and Key stage 1. Phonics is timetabled and develops the early reading and writing skills needed for children to become confident, creative and enthusiastic skilled readers, and then writers. Most children pass the Government Y1 phonics test, some SEN children may be re-tested in Y2.

Implementation

We follow the structured, planned programmes of both Song of Sounds, Stage 1, for YR, Stage 2 for Y1, and Stage 3 for Y2, and the Government's Letters and Sounds programme. In Reception children work on Phases 2, 3 and 4 and Y1 children work on consolidating Phase 4, moving to Phase 5 and Y2 work on consolidating Phase 5, moving onto Phase 6. These 2 programmes are tailored to best meet the needs of our pupils in each year group, whilst following a structured approach. Phonics is taught every day and supported by teachers and LSA's. Up to date training is given to LSA's to equip them with the skills

needed to deliver the phonics support needed to all children. YR, Y1 and Y2 are taught separately for the phonics input. Phonics lessons are delivered through songs and games and a variety of resources are used. Children participate in speaking, listening, reading and writing activities that are matched to their developing needs. The Song of Sounds programme provides formative assessment opportunities throughout the year and the LSA is able to highlight the letters and sounds the children have learnt. This then informs the teacher for future groups and planning purposes to enable children to receive more support or more challenges.

Reading books are organised to support the sounds taught each week and children are able to take these home. Parents are able to sign and make comments in the Reading Diary. Each child has a Sound Bag to practise their sounds at home. These bags are added to on a regular basis, as and when the new sounds are taught. Children also have bookmarks, dictations and spellings which support the teaching of phonics. Parents are shown how we teach phonics to their children during the Parent Information evenings in Term 1.

SCIENCE

“Somewhere, something incredible is waiting to be known.” Carl Sagan

Intent

At Coombe Bissett, we recognise the importance of science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of science the prominence it requires.

Science in our school is about developing children’s ideas, curiosity and ways of working that enable them to make sense of the world in which they live. Through investigating and exploring, we encourage children to explore all possibilities, to be inquisitive throughout their time at school and beyond.

The science curriculum fosters a healthy curiosity in children and promotes respect for the world around them. The staff at Coombe Bissett ensure that all children are exposed to high quality teaching and learning experiences, which also allow children to explore their outdoor environment and locality, thus developing their scientific enquiry and investigative skills.

At Coombe Bissett, we follow The Science Programmes of Study in the National Curriculum.

The 2014 National Curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this.

Throughout The Programmes of Study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group. Key skills are also mapped for each year group and are progressive throughout the school.

Implementation

Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science. Our whole school approach to the teaching and learning of science involves the following;

- We build upon the learning and skills development from the previous year, using knowledge and skills progression maps.
- Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers.
- Curiosity is celebrated within the classroom.
- Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge.
- Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly.
- The school pupil tracker is used efficiently to input data and complete gap analysis.
- Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout school years and new vocabulary and challenging concepts are introduced through direct teaching.
- The outdoor environment is used by teachers to enhance science learning.
- Trips around our surrounding countryside are planned to support and enhance learning.

ART

"Every child is an artist. The problem is how to remain an artist once we grow up." Pablo Picasso

Intent

We want every child at Coombe Bissett to have a developing love of Art: to have the confidence to create their own artistic masterpieces; to recognise and celebrate the art created by others; to be able to discuss with others both their love and displeasure at different styles and artists they are exposed to in their time at our school; to recognise that the beauty of individual pieces of art are personal and that others may not share their likes and dislikes; to have the skills and tool knowledge to create art both inside and outside the classroom.

We strive to embed a love of art, with 'every child an artist,' that results in pupils developing a lasting relationship with the Arts. One which continues when they leave Coombe Bissett Primary School, meaning that they do indeed 'remain an artist once **they** grow up.'

In line with age-related expectations we will offer children from Year R to Year 6 a curriculum that demonstrates a clear progression in skills and knowledge. Our curriculum will develop an awareness of cultural capital, it will help children to express themselves through their art and enjoy their creativity, sharing human creativity and the achievement of Artists from around the world, enabling every child to become not only an artist but one who can recognise, enjoy and celebrate the art created by others.

Implementation

- In Year R, children's artwork is completed as individual pieces; this may be kept as a paper record in sketch books, on paper, a photo or as a Tapestry entry onto children's Learning Journals where assessment will be made against the Early Years Curriculum.
- From Year 1 to Year 6 children use sketchbooks to record their Art learning journey throughout the school. Sketchbooks should be named and numbered for children who have multiple sketchbooks from Year 1 to 6. Each child is unique and so each sketchbook should be unique, enabling

children to develop their independence and creativity. Sketchbooks can show their progression with clear links to our school age related progression chart.

- Entries in Sketchbooks (Year 1 – 6) and on Tapestry for Year R should be a minimum of two pieces of work per half term equating to 12 pieces entered into sketchbooks per year. However, other works will be done in other formats and for display. Teachers may choose to support entries in Sketchbooks with photographs of processes if this supports children's record of their unique journey.
- Teachers may choose to include dated competition entries (photocopies) or traditions we join in with as a school such as Coombe Bissett and Hommington Express Magazine entries at Christmas, Christmas Cards for the Friends, PSHE Posters and campaigns. This will allow the children to look back on past entries and see the progress they have made and progression in skills.

This will be achieved through developing:

- a love of art as a subject that they will want to continue to access throughout their lifetime
- an understanding of art culture both nationally and internationally
- building on and sharing children's existing cultural capital
- opportunities to experience art physically, in galleries, online and through visiting artists visiting our school
- the experience of different styles and artists
- following a clear progression of skills which grows as the children move from Year R to Year 6
- confident children willing to approach their art with a can-do attitude, celebrating what they achieve
- a strong sense of achievement in all children for the artwork they create
- the understanding that we can all enjoy artwork
- regular class and whole school galleries in school to showcase children's work
- opportunities for innovation and expression
- opportunities that the beauty and appeal of an individual piece of work can be personal and therefore respecting the views of others
- exploring a range of skills / mediums and artists (see table below)

Process/Skill/Medium	Relevant Artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Leonardo Da Vinci, Vincent Van Gogh, Poonac, Sandro Botticelli, Rachel Ruysch, Salvador Dali, Lowry,
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Jackson Pollock, Monet, Vincent Van Gogh, Chagall, Ben Moseley, Van Gough, Edgar Degas, Henry Rousseau, Guiseppe Arcimboldo, Edward Munch, Georgia O’Keeffe, Frida Kahlo, Renoir, Georges Seurat, Yves Klein
Texture (textiles, clay, sand, plaster, stone)	Linda Caverley, Molly Williams, William Morris, Gustav Klimt, Henry Rousseau, Marc Chagall, Anni Albers, Damien Hirst
Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)	Henry Moore, Barbara Hepworth, Andy Goldsworthy, Gilbert & George, Alberto Giacometti, Donald Judd, Alexander Calder
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Picasso, Dan Mather, Andy Warhol, Katsushika Hokusai, Henry Matisse, Roy Lichtenstein, Banksy
Pattern (paint, pencil, textiles, clay, printing)	Joan Miro, Bridget Riley, Escher, Paul Klee, Joan Miro, Henry Matisse, Paul Signac, Wassily Kandinsky, Sarah Morris, Sonia Delaunay,

DESIGN AND TECHNOLOGY

“Design is not just what it looks like and feels like. Design is how it works.” Isambard K. Brunel

Intent

At Coombe Bissett Primary School our Design and Technology curriculum intends to empower all children from Year R to Year 6 to become designers. Design and Technology curriculum intends to empower children so that they become responsible for their own learning through:

- Being curious
- Using their imagination

- Co-operating with others
- Developing resilience
- Evaluating, comparing and improving their work

Implementation

This will be achieved through developing:

- opportunities for all our children to have the chance to create products they can see, touch and taste for themselves and experience feelings of success and pride in doing so
- building on and sharing children's existing cultural capital
- resilience to embrace problem-solving
- the ability to consider successes and limitations of a given design
- the recognition and understanding of the importance of health and safety when building, designing and making
- the ability to work independently on a chosen design
- working as part of a group; discussing designs and collaborating to make these come to fruition
- an understanding that DT brings learning to life through a hands on medium and is a motivating context for discovering literacy, mathematics, art, Science, food technology, PSHE and ICT

Primary D&T forms an important foundation for learning about the world and our relationship to objects within it.

From reception to year six, our children are given plentiful opportunities to find out how things work and develop skills, knowledge and understanding of designing and making functional products. Through our D&T curriculum, children are taught the importance of health and safety and encouraged to think about significant issues. Children build on a range of skills through collaborative working and problem-solving. D&T brings learning to life and is a motivating context for discovering literacy, mathematics, science, art, PSHE, healthy eating and ICT.

Our D&T projects provide opportunities for children to develop their capability

This is achieved by combining design and making skills with knowledge and understanding learnt, to create quality products. Children should be given the chance to create products they can see, touch and taste for themselves and experience a feeling of pride in doing so.

Each year group will have memorable D&T experiences throughout the year.

Projects will consist of children designing something for somebody for some purpose. We feel it is vital to nurture children's creativity; encouraging them to innovate, take risks and learn from mistakes. This will support them in becoming resourceful, enterprising and capable citizens.

The DT knowledge and skills taught build on and celebrate children's cultural capital.

This is achieved as children share their skills and knowledge and this is sometimes results in collaborative works. Children have many opportunities to make things, design and give back to family, friends and the community with some classes using DT as a mini-enterprise to raise money for our school and school projects.

In line with age-related expectations we will offer children a curriculum that shows progression in knowledge and skills from Year R to Year 6.

This is achieved by nurturing their creativity; encouraging them to design innovatively, take risks and learn from any mistakes they may make. We will support them in becoming resourceful, enterprising and capable members of our community and the wider international community. The skills, knowledge and cultural capital that develops during their time at Coombe Bissett will culminate in lasting DT Skills for our year 6 children to continue with when they embark on the next stage of their learning at secondary school.

MUSIC

"I get the most joy in life out of music." A Einstein

Intent

At Coombe Bissett, we want every child to develop a love of music and their talent as musicians, thereby increasing their self-confidence, creativity and sense of achievement.

In line with age-related expectations, every child will be supported to critically engage with music and enjoy performance. Every child will be taught the basic skills of rhythm, composition and musical notation.

Implementation

This will be achieved through:

- learning a musical instrument
- performing, listening to, reviewing and evaluating music
- learning how to sing and use their voices to create and compose music on their own and with others
- exploring how music is created, produced and communicated
- being exposed to music from a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- exposure to a wide range of instruments
- the development of a clear understanding of the elements of music i.e. timbre, tempo, pitch
- regular formative assessment
- in-lesson and preparatory intervention to enable all our pupils to access the learning at age-related expectation wherever possible
- regular singing opportunities in Collective Worship in school and during visits to the local church
- performing in musical production every year
- opportunity for peripatetic music lessons at school
- opportunity to perform in talent show
- opportunity to perform in worships
- fact files at the start of a topic to clearly outline details of the learning

- embedding key musical vocabulary

HISTORY

“A people without the knowledge of their past history, origin and culture is like a tree without roots.”: M Garvey

Intent

At Coombe Bissett, we want every child to develop a love of learning about the past and understand its relevance for us today. Our aim is to teach the children that we can all learn from the past and use what we have learned to influence our future actions. The children will be encouraged to develop an awareness that history is all around them, that they have a history too and that much of what we have today is because things were developed by people who lived long ago. We want every child to be curious about past events, people’s lives, actions, change, their own identity and the challenges of their time and to be able to place them in context on a timeline.

In line with age-related expectations, every child will be supported to develop their curiosity to know more. They will be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Implementation

This will be achieved through:

- in-lesson and preparatory intervention to enable all our pupils to access the learning at age-related expectation wherever possible
- having a British and World History Timeline in every class to provide a chronological framework
- Fact files sent home at the start of a topic and used in class.
- embedding key knowledge and vocabulary (returned to/repeated)
- understanding abstract terms and historical concepts
- historical enquiry
- varied and interactive lessons by means of role play, resources linked to the theme (artefacts) etc
- a well-resourced library for reading enrichment and independent research opportunities
- regular assessment (formative and summative). A Topic Quiz at the beginning and end of the topic and an end of topic essay

GEOGRAPHY

“The study of Geography is about more than just memorising places on a map. It’s about understanding the complexity of our world” Former President Barack Obama

Intent

At Coombe Bissett, we believe that Geography plays a unique and vital role in a child’s education. Geography at Coombe Bissett seeks to give children knowledge and understanding of their own place in the world and of the other people and cultures they share it with. We will seek to impart in children a wonder and interest in the natural and man-made phenomenon that occur around us. We believe that not only should the Geographical skills and knowledge outlined in the Primary Curriculum be rigorously taught, but that this learning should occur in context so

that children steadily gain geographical and cultural understanding through applying these skills. Above all, we will seek to give learning Geography a purpose to children at Coombe Bissett.

Implementation

This will be achieved through:

- Understand the physical and human aspects of Geography
- Making links between the characteristics of places and societies and the geographical situation of where these places and societies flourish.
- Understand the links between the characteristics of places and societies as well as the issues that arise when these links are studied and the ever-increasing importance of these links in the modern world.
- Engage children with contemporary issues such as climate change, plastic waste and conservation.
- Outline how crucial issues may be approached.
- Endeavour to use case studies to engage children.
- Provide context for Geographical enquiry.
- Use “real” Geographical resources, such as maps, photographs, videos and personal accounts to help children “get under the skin of [the] people and places” they study
- Fieldwork is of vital importance in making Geographical concepts real; at Coombe Bissett we appreciate that can occur in our locality.
- Creating understanding and building connections with other people and places.
- Produce pieces of work to share and be proud of.
- Regular assessment (formative and summative).

MODERN FOREIGN LANGUAGES

“Speaking a foreign language for me means freedom. To travel, to be independent, to know.”: S Perrone

Intent

At Coombe Bissett, we want every child to develop a love of learning other languages, to build an understanding of other cultures, to develop a global outlook and a respect for other ways of life. Every child should be taught the importance of speaking to people in their native language to deepen connections and understanding of the world. Children should understand the relevance of learning a language and the opportunities it can provide in terms of enhanced career prospects, travel opportunities, study and work.

In line with age-related expectations, every child will be supported to communicate their ideas confidently and accurately in speech and in writing. We want every child to discuss their thoughts and to ask questions.

Implementation

This will be achieved through:

- in-lesson and preparatory intervention to enable all our pupils to access the learning at age-related expectation wherever possible

- signs and displays around the school in various languages
- real life situations and scenarios to provide a practical application for language learning
- parents of EAL children talking about their language and culture
- repetition of key words and phrases on a daily basis i.e. during registration time
- encouraging children to speak in sentences using familiar vocabulary, phrases and basic language structures
- varied and interactive lessons: role play, song, rhyme, exciting resources linked to the theme, puppets, listening to native speakers
- a well-resourced library for reading enrichment and independent research opportunities. To gain access to literature in the original language
- use of a variety of authentic sources e.g. news broadcasts, weather reports, films, newspapers, texts
- regular assessment (formative and summative)
- opportunities to perform in class assembly
- fact files (cultural knowledge)
- Interteam MFL tournament

VISITS / VISITORS / OUTDOOR LEARNING

Insert a quote here....

Intent

Implementation

COMPUTING

“There is no more important issue facing education, or humanity at large, than the fast approaching revolution in Artificial Intelligence or AI.” Sir Antony Seldon, 2018

Intent

As we move towards this 4th revolution in education, understanding and moulding the world of Computing has never been more important.

At Coombe Bissett, we share the view of Dr Bill Mitchell (Director of Education at the British Computer Society) that the reasons for teaching computing are the same as those for teaching anything. There are many definitions, descriptions and depictions of how we choose what to teach our learners. We teach them the knowledge and skills that we believe will enable them to make sense of and contribute to their world.

“We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.” - David Warlick.

Computers are part of everyday life – technology is essential to our lives, at home and at work. ‘Computational thinking’ is a skill that children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

At Coombe Bissett, we want our learners to use computational thinking and creativity to understand and change the world. We want to empower them to be active participants in our digital world. We will equip them to be digital citizens, digital creators, digital communicators and digital investigators. We aim to grow problem solvers, careful sequence checkers, creative thinkers and logical predictors. We must provide an equality of opportunity across both gender and background; computational thinking is not the province of any one type of person – it is fundamental to the shared experience of us all. All Coombe Bissett children will be guided on how to become global citizens in a safe and responsible way. They will need to be able to thrive in an ever-changing landscape, particularly when we consider that our pupils will graduate in the mid 2030's and their careers will last through to 2060 and beyond.

Implementation

- Use the Purple Mash scheme of work for computing
- Use online resources to support the learning in other subjects – such as Espresso, 1st News, the internet as a search tool
- Use laptops, i-pads to record and present information
- Use specific technology tools such as digi-microphones, digi-cameras, floor robots, etc

RE

“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.” Nelson Mandela

Intent

The Principal Aim of RE in Wiltshire is to engage pupils in enquiring into key questions arising from the study of religion and belief, so as to promote their personal and spiritual development.

This syllabus meets this Principal Aim by using two Attainment Targets throughout:

- Attainment target 1: learning about religion and belief
- Attainment target 2: learning from religion and belief

As part of this Principal Aim, RE in Wiltshire aims to:

develop pupils'...		
knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views	understanding of different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths	understanding of the influence of faith and belief on individuals, communities, societies and cultures
encourage pupils to...		
consider challenging questions of meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human	understand the influence of religion on individuals, families, communities and cultures, and develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own	learn from different religions, beliefs, values and traditions while exploring their own beliefs and responses to questions of meaning

learn about religious and ethical teaching enabling them to make reasoned and informed responses to religious, moral and social issues	develop their sense of identity and belonging, preparing them for life as citizens in a plural global	society develop their own creativity and spirituality, and an appreciation of the creativity and spirituality of others
develop pupils' skills of...		
enquiry and response, using religious vocabulary, questioning and	empathy reflection, expression, interpretation, application, analysis and evaluation of issues of truth, belief, faith and	ethics communicating personal responses to these issues of truth, belief, faith and ethics

Implementation

- Delivery of a curriculum using the Resources: Wiltshire Agreed Syllabus for RE, Discovery RE, Understanding Christianity, Images of Islam, etc
- Children will be able to:
 - explore a range of artefacts
 - explore aspects of sacred texts
 - use imaginative play or drama to express feelings and attitudes
 - respond to images, games, stories, art, music, dance
 - visit places of worship
 - participate in moments of reflection
 - take part in whole school events
 - further use ICT and the Internet to explore religion and belief globally
 - compare and contrast

Early Years Foundation Stage

Pupils are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

Learning about religion and belief

Pupils should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols
- Recognise some Christian religious artefacts, including those in cultural and religious use (e.g. Christmas cards, Easter eggs and hot cross buns)

Learning from religion and belief

Pupils should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events
- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others

Key Stage One

During this key stage, pupils are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principle religions and can reflect on prior learning as they progress through the units.

Learning about religion and belief

Pupils should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggests meanings for religious symbols

Learning from religion and belief

Pupils should be taught to:

- Reflect on what matters to them and others who hold religious views
- Reflect on moral values of right and wrong
- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially

Key Stage Two

During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Pupils in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

Learning about religion and belief

Pupils should be taught to:

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings

- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed
- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding

Learning from religion and belief

Pupils should be taught to:

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives

PE
"It's not about the shoes. It's about what you do in them." Michael Jordan.
Intent
<p>At Coombe Bissett, we aim to provide a PE curriculum that pupils from Reception to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>The national curriculum for PE aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives
Implementation
<ul style="list-style-type: none"> • Children are taught regularly by both teaching staff and a sports instructor from Reception to Year 6 following the curriculum map and progression map • We follow the guidelines set by the national curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further. • Daily mindfulness moments support physical and mental health

- During playtimes children can access the field even in wet and muddy conditions using their wellington boots so that the children have the maximum space to exercise. We also have a fitness playtrail and table tennis tables to extend the range of play opportunities
- Each term we hold Interteam Tournaments so that every child has the regular opportunity to represent a team in competitive sports linked to the curriculum
- The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and after school clubs
- Y5 and Y6 sports lead sports activities at lunchtime for younger children
- All children swim in Year 3 and Y4, those that have not mastered the expected standards have additional catch-up swimming sessions in Y5 and Y6
- Children in Y5 and Y6 attend PGL Residential to enhance their outdoor adventurous activities through such activities as canoing, abseiling, climbing, etc
- We aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active. Our Outdoor Activities Curriculum Map identifies these opportunities and includes such things as:
 - Art activities outside with natural materials that are gathered and have to be physically constructed
 - PSHE activities such as shelter building
 - Geography activities such as orienteering
 - Maths activities such as 'runaround' / 'maths of the day'
 - DT Activities such as outdoor adventurous cooking
 - Science activities such as a mini-beast hunts

EYFS

As part of the EYFS statutory framework pupils are taught:

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key stage 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PSHE & RSE

"Ubuntu recognises that human beings need each other for survival and well-being. A person is only a person through other persons. We must care for one another in order to thrive." Bishop Desmond Tutu

Intent

At Coombe Bissett Primary School our PSHE programme offers all children both explicit and implicit learning opportunities and experiences which reflect pupil's increasing independence and physical and social awareness, as they move through our school and beyond. The programme builds on the knowledge and skills that children acquire during the Early Years Stage to develop effective relationships, assume greater personal responsibility and manage personal safety, including safety online. Our PSHE programme helps pupils to learn, understand and manage their physical, emotional wellbeing and mental health development, introduces them to a wider world of difference and diversity and enables them to make an active contribution to their communities. We believe our curriculum gives all pupils the knowledge and cultural capital they need to succeed in life as educated citizens and with a sense of creativity and achievement.

Implementation

- Our PSHE programme includes the RSE and SRE requirements.
 - Our PSHE programme is timetabled and planned for each week in every year group. We use the Coram Life Education spiral programme called SCARF. (Safe, Caring, Achievement, Resilience and Friendship) across the school. The programme ensures progression in knowledge, attitudes and values and skills. These skills include the key skills of social and emotional learning, known to improve outcomes for children. The programme includes the British Values.
- The programme is taught on a 2 year cycle and each class has an overview of each year which includes S.E.A.L units, Coram Education Units and Enrichment activities. Across the 6 terms the S.E.A.L units are New Beginnings, Getting On and Falling Out, Going for Goals, Good to be Me, Relationships and Changes. The Coram units are Me and My Relationships, Rights and Responsibilities, Being my Best, Valuing Difference, Keeping Myself Safe and Growing and Changing.
 - We continue to teach Sex Education in Y6
- Enrichment activities are planned for each year to support our PSHE programme. These are Friendship Week, to include work on Anti-Bullying, the Life Van, the Oral Health Team, Water Safety through the RNLI, Fire Safety through Wiltshire Fire Service, First Aid throughout the whole school, provided by Wiltshire Air Ambulance, Walk Safe and Bikeability provided by Wiltshire Council, Finance Education provided by Money Sense, a visit from our local community policeman and a Body Changes talk in Y5/6. Certain year groups are targeted for some of these resources, others are provided at whole school level.
 - Children's achievements are celebrated and recognised on a daily and weekly basis throughout the week using tokens and certificates
- PSHE lessons are taught alongside other lessons, which support and are linked to other subjects eg the skills of staying safe online are used in computing lessons, staying healthy is used in PE and difference and diversity is discussed in RE lessons.