

Year 6 curriculum summary

This booklet is a curriculum summary for Year 6 which we hope you will find interesting and informative. Our intention in providing you with this document is that you will be better informed about the way the curriculum is organised, and be familiar with specific aspects of the individual subjects. If you require further information during the academic year you are welcome to contact me or speak directly.

Mr P Clear
Deputy Head - Academic

CURRICULUM ORGANISATION	1
ENGLISH	2
MATHEMATICS	3
SCIENCE	5
COMPUTING	6
FRENCH	7
HUMANITIES	9
ART	10
DESIGN AND TECHNOLOGY	11
MUSIC	12
PHYSICAL EDUCATION	13
GAMES	15
PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)	16
LEARNING SUPPORT	17
ACTIVITIES	19

CURRICULUM ORGANISATION

At Clifton College Preparatory School, we believe that every child has potential and it is our aim to see that this potential is realised and fulfilled. To that end we provide a broad and balanced curriculum which extends well beyond the requirements of the National Curriculum. We are fortunate to be of independent status as this provides us with the opportunity to have a rich and differentiated curriculum to enhance the enjoyment of learning and life experiences of the children. There is a wide range of sport, activities and extracurricular clubs in which our children can participate.

Please find below a weekly allocation of lessons per subject:

2023-24 Lessons Allocations – Year 6							
English	7	Humanities	5	IT	2	Latin	1
Maths	7	Music	1	Art	2	Games	10
Science	5	PSHE	1	PE	2		
MFL	3	DT	2	Drama	1		

In addition to class and subject teachers, tutors play an important role in encouraging and supporting the children’s achievements. Tutors are allocated on a house basis and it is their role to meet their tutees on a weekly basis to discuss their progress, and help the children meet their targets.

We have a system of Achievement Points to reward your child for outstanding work, effort and conduct. The Achievement Points accumulate to result in bronze, silver and gold certificates over the year.

In Year 6 the children are expected to complete about an hour of prep most days of the week (a prep timetable is provided). This will consist of two subject-related thirty minute preps, and in addition we recommend that children read on a daily basis.

Please find below our calendar for reporting to parents at the Preparatory School for Year 6.

	Michaelmas Term			Lent Term			Summer Term
	First Half of Term	Half Term	End of Term	First Half of Term	After Half Term	End of Term	End of Term
Year 6	Informal Parent Information Evening	Grades in Core Subjects with settling in Pastoral Comments	End of Term Written Report with grades	Formal Parent Evening	Boarder Report (Non-Attendees)	Grades in all Subjects with targets	End of Year Full Written Report with grades

ENGLISH

Head of Department: Mrs S Swallow

The aims of the English Department are to develop the following: oral skills so that the pupils are confident participants and responsive listeners; fluency in a range of reading, both fiction and non-fiction; an enjoyment of literature – novels, plays, short stories, poetry; ability to use the School Library and Information Technology facilities selectively to retrieve information through research; the ability to produce a range of types of writing, appropriate to purpose and audience. The teaching of language skills – handwriting, grammar, spelling and punctuation – is an integral part of the curriculum but these aspects are not taught in isolation but as a means to an end. Crucial to our aims is a coherent purpose and method which ensures continuity between years and Key Stages and keeps the teachers clear about their role in the process of progression and their ability to communicate a series of basic skills and strategies to the children in a way that makes the pupils enthusiastic learners.

Year 6

During this year, pupils consolidate the Key Stage 2 skills covered in Years 4 and 5, with the aim that most will achieve in line with national expectations in the SATs style tests for comprehension taken in the Summer Term. All classes continue to focus on spelling, punctuation and grammar, incorporating these skills into a range of writing tasks structured for further development of style, with an emphasis on paragraph planning, sentence structure and expanding vocabulary. There is a greater range in the assignments in response to reading. Classes also work on a simplified version of 'Midsummer Night's Dream' later in the year.

Progress is assessed regularly by interim reports and by formal assessments mid-year and at the end of the year. A variety of support resources is available, including literacy workbooks. Pupils have a weekly library lesson and we try to ensure that all year groups will have sessions with visiting authors over the year.

MATHEMATICS

Head of Department: Mrs Waters

The Curriculum of the Mathematics Department is largely based on research-based schemes by White Rose which are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum. This will be supplemented by other resources such as Century Tech and Times Tables Rock Stars.

Throughout the system, emphasis will be placed on the skills of numeracy, and Mental Arithmetic is to be given an increasingly high profile, with written calculations being delayed until the level of competence of the children is suitable for their introduction. The use of calculators will be gradually introduced at appropriate stages, but not as a substitute for mental and written techniques, and the use of computers is to be given an appropriate role; they may be used for spreadsheet work, investigations or presentations. In addition every pupil at the Pre has a Century Tech account which is used to support learning. Investigative work and practical tasks will occasionally be used as teaching media with the aim that the subject should not be bound by published texts, rather should be delivered from a variety of standpoints.

In all year groups it is policy that pupils cover the syllabus at a rate appropriate for their ability, though more able pupils will deal with topics in greater depth, to achieve 'mastery'. It may be necessary to move more able pupils on to more challenging topics, before it is stipulated in the NC. It is likely that the difference between most and least able will inevitably increase more rapidly with time. It is policy also that the most able pupils are challenged by the way work is presented, that they should be encouraged to think beyond the basic textbook presentation and that they should be encouraged to work at good pace, with an increasing independence of method gradually moving them away from reliance on pencil and paper techniques.

It is also policy that if there are pupils who have special needs and will need to work at a rate above or below the normal level aimed at for the most or least able, that such pupils will be accommodated and if necessary special provisions will be made for them.

Overview of progression in Year 6

Number and place value

Children work with numbers up to 10,000,000, using knowledge of place value to work out the value of digits. They continue working with negative numbers in different contexts, and work out intervals across zero.

Addition, subtraction, multiplication and division

Children continue to practise using efficient written and mental methods for all four operations, working with larger numbers and increasingly complex calculations, and confidently using number facts from the multiplication and division tables. They learn about the correct order of operations, understanding that (for example) to work out $(7 + 8) \div 3$ they

need to tackle the operation in brackets first. Pupils learn to use the four operations to solve monetary problems.

Fractions (including decimals and percentages)

Children begin to add and subtract fractions with different denominators. They multiply pairs of simple proper fractions together, and divide proper fractions by whole numbers. Children begin to multiply and divide numbers with two decimal places by one-digit and two-digit whole numbers. They are introduced to this in practical contexts such as measures and money (for example, multiplying 1.80 metres by 2, or dividing £1.80 by 3). Children extend their work on percentage and decimal equivalents of fractions, begun in Year 5. They work out simple percentages of whole numbers, and encounter equivalences between fractions, decimals and percentages in different contexts.

Ratio and proportion

In Year 6, children are introduced to the concepts of ratio and proportion and use these to compare quantities and sizes; for example, understanding that mixing sugar and flour in a ratio of 1:2 means using 1 part of sugar for every 2 parts of flour, and that the proportion of sugar in the mixture is 1 out of 3 parts, which is $\frac{1}{3}$.

Algebra

Children begin to form an understanding of algebra by encountering the use of symbols and letters to represent unknown elements, for example using letters to represent missing numbers in missing number problems. They also describe and generate number sequences and patterns. They begin to use simple formulae expressed in words, such as 'the perimeter of a rectangle is two times the length plus two times the width.'

Measurement

Children extend their Year 5 work on calculating area and estimating volume and capacity to calculate the area of parallelograms and triangles, and work out the volume of cubes and cuboids using standard units. They convert measurements from miles to kilometres.

Geometry: properties of shapes

This year, children make nets to build simple 3D shapes, and work out unknown angles in triangles, quadrilaterals and regular polygons. They draw and name the different parts of a circle (radius, diameter and circumference).

Geometry: position and direction

Extending their work with coordinate grids, children learn to describe positions on all four quadrants of the grid, including using negative numbers. They translate simple shapes on the coordinate plan, reflecting them in the axes.

Statistics

Children continue working with line graphs and also learn how to use pie charts, linking this with their work on angles, percentages and fractions. Children learn how to work out the mean of a set of data and understand when and why it might be appropriate to calculate the mean.

SCIENCE

Head of Department: Dr S Mumford

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse cause

Aims

Our 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 knowledge required to understand the uses and implications of science, today and for the future.

Pupils will have ten lessons per fortnight, plus prep, and will follow our own course that draws material from several sources including Spotlight Science and CGP materials. Lessons will have a practice emphasis, with pupils being taught the skills required to conduct safe and successful laboratory investigations. In class topic tests will be used to monitor progress throughout the year. There will be an end of year exam in June.

The Year 6 topics are as follows:

Autumn Term - Working Scientifically, Separating and Magnetism

Spring Term - Human Body, Light and Sound

Summer Term - Plants, Ecosystems

COMPUTING

Head of Department: Mrs J Hambley

The aims of the Computing Department are to develop the confidence, enjoyment, curiosity and digital fluency of children, whilst developing an appreciation of the potential pitfalls of the Digital World that they live in, and any consequences that may entail, and finally the support systems in place, should they ever need it. We have several CEOP ambassadors at Clifton and there is an E-Safety Officer available for you or your child to talk to, if you have any concerns or want to seek advice. There are a range of articles and assemblies/workshops to help keep you and your child informed of good practice whilst online.

It is essential children learn to work with a range of software and hardware, and develop the skills needed to apply these within different contexts. Concepts and skills are overlapped and developed each year, in order to develop the continuity and progression of their understanding. One third of the curriculum is devoted to teaching pupils how to read, debug and write their own code in order to create programmes, applications and games.

Hardware and Software

Each pupil has their own network account, Scratch account and Google Apps account, and has access to an individual, Windows based, desktop computer.

Computing Curriculum/Scheme of Work Overview for Academic Year 2023-24



Year	Michaelmas Term	Lent Term	Summer
4	An Introduction to Touch Typing Google Apps Internet Safety <i>Bebras Challenge</i>	Programming with Scratch (<i>Animation</i>) Programming with VEX VR and GO	Word Processing Programming <i>Discovery Coding - Block Code</i> Graphic Design
5	Touch Typing Programming with Scratch (<i>Sound</i>) Internet Safety <i>Bebras Challenge</i>	Animation Graphic Design Databases	Physical Computing and Programming <i>BBC Micro Bit and Discovery Coding - Block Code</i> Spreadsheets 3D Design TBC (<i>Sketch Up and 3D Planner TBC</i>)
6	Touch Typing Programming with Scratch (<i>Game Design</i>) Internet Safety <i>Bebras Challenge</i>	Spreadsheets Presentation Graphic Design	Programming with Python (Artwork) Physical Computing (<i>VEX Go</i>)
7	The Digital World <i>Digital Footprint, Social Media Use, Cybersecurity</i> Programming with Scratch (<i>advanced game design</i>) <i>Bebras Challenge</i>	Google Apps and MS Office Programming with Python and Ozaria	Physical Computing VEX IQ Graphic Design Typography Focus using Illustrator
8	Advanced Programming with Python <i>Plus an exploration of Tkinter, Scratch, Turtle, Sonic Pi and App Lab</i> Programming with Codecombat ESports <i>Bebras Challenge</i>	The Digital World <i>Youth Produced Imagery, Online Behaviours, Artificial Intelligence</i> Kodu Coding - Game Design Animation using <i>Pivot Animator and Adobe Animate</i>	Graphic Design Image Focus using Photoshop 3D Design (<i>Sketch Up and 3D Planner TBC</i>)

- All pupils will learn and practise touch typing at the start of all ICT lessons for between 5-15 minutes * (Teacher discretion to use this time to finish work/DIRT time)
 - All pupils in Year 7 and 8 have a weekly prep of approx 20/30 minutes
 - All pupils should complete typing tests each term in addition to a baseline one (4 in total) and 'best score' and 'most improved' recorded for each class
 - All lessons should have a starter on the board for pupils to complete whilst waiting to log on/sign in (Any IT based topic) and pupils reminded to 'tidy' their Google Drive
- For pupils in Year 7 and 8, they will use a notebook to answer/make their own notes
- Pupils in Year 7 & 8 should regularly update content and reflect on their work, using their ICT Digital Workbook (Google Site) where possible/appropriate
 - All staff should be able to access and use IMPERO console to monitor pupil activity and as an aid for presenting work
 - During Nov, as a school we enter the Bebras Challenge, a series of computational puzzles, which all pupils are invited to partake in

FRENCH

Head of Department: Mrs H Higham

Introduction

Our aim is to encourage our pupils to speak French with confidence and stimulate a lasting interest in the French language, culture and traditions.

The course followed in Year 6 is **Studio 1**, modules 1, 2 and 3 in addition to revising topics covered in Year 4 & 5. The four Strands of Listening, Speaking, Reading, Writing plus Grammar, are studied. We focus on both communicative and grammatical aspects of the language to enable the children to express themselves with increasing confidence as they progress through the school.

Year 6 pupils have three lessons per week and one prep per week.

Beginners are given assistance through lunchtime or after school catch-up sessions.

Assessments

Teacher assessment

Teachers continuously assess the children by evaluating the work in their exercise books and their oral contributions in class. In addition, there are three end of term Module tests or *Contrôles*.

Self-assessment

Pupils are encouraged to 'peer assess' and every child completes a self-assessment sheet at the end of each module.

Linguistic objectives

Studio 1

Module 1: C'est perso revision

Likes and dislikes and justifying your opinions. Saying what you have in your bag for various occasions. Describing someone's personality and physical appearance.

Module 2: Mon collègue

Talking about your school subjects, saying which ones you like and don't like. Giving opinions and reasons. Talking about your timetable, understanding and composing a longer text. Revise numbers and learn to give the time. Describing your school day. Talking about food you have at school.

Module 3: Mes passe-temps

Talking about computers and mobiles. Talking about sports with "*jouer de*" and leisure activities using "*faire de*" and likes and dislikes using "*aimer*" + infinitive. Talking about what other people do and learning about extreme sports.

Grammar

Children consolidate the grammar points introduced in Year 4 and 5. This year, pupils are also introduced to the following: 'er' verbs in full, negatives, *avoir*, *être*, *aller*, *faire*, question words, partitive articles, possessive adjectives, *aimer* + infinitive.

HUMANITIES

Head of Department: Mrs R Grubb

The study of Humanities helps us to make sense of the fast changing world in which we live. Throughout the year we unravel the mystery of people, places and environments. We are able to develop a sense of place, belonging, identity and purpose coupled with awe and wonder at the world. Our curriculum extends a natural curiosity, broadens world view and promotes ethical reflection.

Religious Education celebrates the cultural differences of others. It promotes the development of beliefs and values and helps prepare children for life within a modern, diverse society. The beliefs and practices of Christianity, Judaism and other major world religions are taught throughout the school and in each year group, local visits, guest speakers, school chaplains and twice-termly services in Chapel extend or complement work in the classroom. In our study of historical topics we explore periods of British, European and World history, endeavouring to establish an accurate version of what actually happened (through the consideration of both primary and secondary sources), to analyse the events, trying to work out the dynamic forces responsible, and to express what we decide in a clear and cogent manner. The History Individual Projects (a pupil version of 'who do you think you are?') involves researching, trying to understand and then enacting or describing a character from our familial history (both ordinary and famous). Similarly, the Geographical topics are fuelled by an enquiry based approach to learning with a focus on securing key skills. Fieldwork is a strong component and draws on investigative skills to produce maximum understanding of the processes at work on the earth.

In Year 6 pupils receive five periods of Humanities lessons per week. They study these themes in the following order:

Year 6

Term 1:

Conservation - conservation around the school, conservation in the UK including National Parks, a study of endangered animals and world views about the Earth's sacredness.

The Norman Conquest – claimants to the throne and events leading up to the Battle of Hastings 1066; aftermath and means of control (Feudal System, Castles, Terror, Taxes and records).

Term 2:

Christianity - an examination of the key beliefs and practices of Christians, the liturgical year, and the church building. A local visit to Christ Church Clifton for the Easter experience..

The development of Medieval monarchy - Henry I, Stephen and Matilda, Henry II; the clash between Church and State (Anselm, Becket); the Crusades; the loss of the Angevin Empire, Magna Carta and the different interpretations of King John; the challenges faced by Medieval monarchs (including de Montfort and Parliament).

Term 3:

Mountains - location of mountain and mountain ranges, formation of mountains and human impact on mountain environments. Italy - location, physical and human features, climate, population, north/south divide.

History Individual Projects - research skills and a presentation of the projects.

ART

Head of Department: Mrs A Kipling

Year 6

In Year 6 students are taught in form groups for one double period per week where the department will employ a thematic approach to teaching Art.

Central to the department's aims in Year 6 are the development of broad skills. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. By the end of Year 6 Pupils will be able to:

Generate Ideas

Pupils will independently develop a range of ideas which show curiosity, imagination and originality

Pupils will systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (e.g. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)

Making

Pupils will independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques

Pupils will independently select and effectively use relevant processes in order to create successful and finished work

Evaluate

Pupils will provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

Knowledge

Pupils will be able to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.

Pupils will know the technical vocabulary and techniques for modifying the qualities of different materials and processes. Quality of outcome is beginning to be stressed at this stage.

Extension Learning

Further opportunities are sought in terms of developing and extending children's knowledge and skills and will often involve working with visiting artists.

Art Club takes place on designated lunchtimes and after school activity slots. All students are encouraged to use the facility to further their art experience.

DESIGN AND TECHNOLOGY

Head of Department: Mr S Webb

It is the aim of the Technology Department to provide a programme of study that offers opportunities for children to:

- Develop their designing and making skills
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Develop an understanding of the technological processes, products, and their manufacture

This is achieved through projects which last approximately one term, however in the later years projects may take two terms.

The Department is very aware of the natural curiosity and ingenuity of young pupils. However, they must first cover basic practical and graphical work, which will enable them to produce a far more considered approach. As with all years, safety in the workshop is crucial and with a vigorously applied safety policy the pupils are constantly supervised. At a time when, within many Schools, Technology is being constantly squeezed for time and resources, Technology at Clifton is a curriculum strength.

The aims of the Department are achieved through the following projects.

Year 6

During this year pupils are expected to develop a thorough understanding of the design concept. They will be engaged in using resistant materials, which will require a greater level of practical skill. The projects for this year are set out below.

Project 1

Children learn about controlling movement with a cam mechanism as part of a simple toy. They develop their designing skills by using information sources to generate ideas and formulate an understanding of how a cam mechanism can be used to produce movement. They extend their making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut accurately.

Project 2

In this project pupils will continue to explore textiles by designing and making a hand puppet. We will look at ergonomics and how to use the sewing machine.

MUSIC

Head of Department: Mr J Edgell

The aim of the Music Department is to offer all pupils the opportunity to gain enjoyment from this broad subject, at as many different levels as possible. The Department encourages pupils to learn instruments individually and to participate in the wide variety of extra-curricular musical activities.

We offer tuition in a variety of instruments, with over 200 music lessons taking place every week. There are many groups and ensembles: Orchestra, Swing Band, Brass Group, Sax group, Flute & Clarinet Groups, String/chamber ensembles, Pop Groups, Guitar Groups and music theory classes. The Chapel Choir is a major focal point and there is also a junior training Choir (Clifton Cantate).

There are also numerous opportunities for performance at special events and in concerts.

In the classroom, all pupils are taught the rudiments and elements of music through The American Band System approach. Pupils are taught a woodwind or brass instrument, as part of a class band.

All abilities are catered for with eventual performance opportunities.

Year 6

- Learn how to care for your instrument. Assembly, cleaning and disassembly;
- Perform rhythmic and melodic patterns of increasing difficulty by ear and from symbols of varying complexity;
- Consolidation of the Musical Elements through playing a range of music, controlling pitch, rhythm, tempo and dynamics;
- Further development of rhythmic and musical notation;
- To play successfully in an ensemble; consideration of others;
- Communicate musical ideas to others and use appropriate musical language;
- Developing musical appreciation by listening and responding to instructions;
- Talk in simple but appropriate musical terms about sounds and music they have made, listened to or performed.

PHYSICAL EDUCATION

Director of Sport: Louise Catchpole

Aims and objectives

The primary aim of Physical Education is to introduce and allow all pupils to experience and enjoy a wide range of physical activities in the hope that they will see the benefit of a healthy, active lifestyle and continue with physical exercise in their later years.

We aim

- To develop self-belief, confidence and competence in physical skills - encouraging each child to reach their full potential.
- To develop each individual's personal levels of coordination, fitness, flexibility, skill, speed, stamina and strength.
- To appreciate the importance of fair play, honest competition, good sporting behaviour and abiding by the rules and codes of conduct in all activities as individual participants, team members and spectators.
- To learn to cope with success and failure/winning and losing – while stressing the importance of participation.
- To teach that there is a place for fun and competition.
- To experience individual, partner and group participation in both competitive and cooperative situations.
- To encourage cooperation, teamwork, planning and decision-making.
- To appreciate the importance of valuing the contributions of others whatever their level of ability.
- To learn to evaluate and comment on performance.
- To be aware of all aspects of safety and to be responsible in matters of personal hygiene.

Time allocation

- Year 6 have one double period of Physical Education per week.

Staffing

All teachers in the department are specialist trained.

Year 6 Course content

Michaelmas Term and Lent Term			Summer Term	
Swimming	Games Skills	Personal Survival	Athletics	Athletics

Swimming

The children learn and work on:

- Fitness training
- Synchronized swimming
- Water polo
- Rookie Life Guard

Games Skills (including Tennis)

Pupils are taught to understand and play small-sided games and simplified versions of recognized competitive team games covering the following types:

Invasion Games e.g. Basketball, Touch Rugby, Uni-Hoc

Net/Wall Games e.g. Badminton, Tennis

Striking/Fielding Games e.g. Cricket, Softball or Rounder's

Emphasis is placed on the development of motor skills and hand-eye coordination to improve individual skills in sending, receiving, striking and travelling with a ball and in understanding the strategies linked to playing games.

Athletics

Children learn to develop and refine basic techniques in:

- Running e.g. over short distances, over longer distances, in relays
- Throwing e.g. for accuracy and distance
- Jumping e.g. for height and distance

Pupils are encouraged to improve their own individual performances.

GAMES

Director of Sport: Louise Catchpole

Rationale

Games at Clifton College has a place for everyone. We aim to provide all children with the opportunity to develop their skills, reach their full potential and enjoy participation in sport.

The Games programme is a very important aspect of school life here at Clifton and it takes place in addition to the Physical Education curriculum on a Wednesday, Friday and Saturday morning.

The children follow a progressive balanced programme of training and competition throughout their time at the Preparatory School. This programme respects the children's natural stages of physical, mental and emotional development. Its key aim is to increase the likelihood that children of all abilities will remain active throughout their lifetimes.

Staffing

We are very fortunate to have a number of very experienced and specialist coaches who are supported by enthusiastic and experienced members of staff. Each team has its own coach and mentor throughout the season. With an excellent staff to pupil ratio every child is provided with the perfect opportunity to flourish, fulfil their true potential and develop a love of sport.

Time allocation

All major games have three sessions set aside for the development of core skills, tactical knowledge and games awareness, alongside promoting positive attitudes which value respect, commitment, determination and teamwork.

Major Sports

Hockey is the major sport for girls in the Michaelmas Term, Netball in the Lent Term and Cricket/Tennis in the Summer Term.

Rugby is the major sport for boys in the Michaelmas Term, Hockey in the Lent Term and Cricket in the Summer Term.

In addition to the major sports covered, pupils have the opportunity to experience many other sporting activities. These are on offer as part of the extensive after school Activity programme and for example includes: Gymnastics, Dance, Football, Fives, Badminton, Squash, Cross Country, Judo, Karate, Tennis, Athletics, Swimming, Triathlon, Equestrian, Archery and Skiing.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)

Head of Department: Mrs M Byas

Personal, Social, Health and Economic Education and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, and about responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE, of course, starts within the family and is developed by the prevailing ethos of the school, as well as by the set curriculum.

We aim to maintain flexibility within the framework below, to allow discussion of current affairs, both within school and in the world outside. Some topics are developed across five years, and for others there is a spiral curriculum to allow for the growing understanding of the children. The curriculum is continued in the Upper School.

Year 6 – each class is taught one lesson per week by a subject specialist.

We aim to cover the following from the PSHE Association Framework incorporating:

- **Health and Wellbeing**
- **Living in the Wider World**
- **Relationships**

Michaelmas Term

Health and Wellbeing: Ourselves, growing and changing, Healthy lifestyles (physical wellbeing), Mental health.

Living in the Wider World: Shared Responsibilities, Communities.

Relationships: Friendships, Managing hurtful behaviour and bullying.

Lent Term

Health and Wellbeing: Keeping safe, RSE, gender stereotyping and LGBTQ+.

Living in the Wider World: Media literacy and digital resilience.

Relationships: Respecting self and other, families and close positive relationships, safe relationships.

Summer Term

Health and Wellbeing: Keeping safe - Lifeskills – safety in the home/street/world, healthy lifestyles, drugs, alcohol and tobacco.

Living in the Wider World: Economic wellbeing - money, aspirations, work and careers.

LEARNING SUPPORT

Head of Department: Mrs A Gowdy

The Learning Support department aims to ensure that every child is provided with the individual education which they require. This may involve specialist teachers and teaching programmes for children who are experiencing a range of barriers to their learning.

Learning Support

In order to support children who require extra support, either due to a specific learning difficulty, such as Dyslexia or Dyspraxia, or through the necessity simply to catch up with the mainstream, due to illness or a gap in their previous education, one of three approaches may be employed:

- The pupil may be withdrawn from classes to receive individual tuition from a specialist teacher in the Learning Support department.
- The pupil may be supported within the mainstream classroom through 'Class Support' by their teacher with the guidance of the Learning Support department.
- A combination of both of the above.

Identification

Identification of children who would benefit from specialist 1:1 provision is achieved through screening administered by our specialist teachers or by an Educational Psychologist.

Reporting

All children who receive additional support from the Learning Support department have an Individual Education Plan (IEP) prepared for them by their Learning Support teacher. This IEP will set out the learning programme and targets for the term.

All parents, whose children are new to the Learning Support department are invited, during the first term, to come into the department to discuss the style of teaching that will take place and how best they can support their child at home.

An updated IEP is sent out termly and Learning Support teachers are always available to meet parents. A parental response sheet is attached to all IEPs to encourage feedback. All Learning Support staff attend Parents' Evenings and liaise closely with the mainstream curriculum teachers on target setting.

Inclusion

Only if the Learning Support department is integrated within the mainstream can it be fully effective. At the school's weekly staff meetings, Learning Support teachers discuss progress and concerns for individual children and help to support staff's understanding of Specific Learning Difficulties (SpLD) and how best to support the individual in the classroom.

Facilities

The Learning Support department has its own building on campus and is extremely well resourced with the latest in computer software and hardware. The school takes this specialist support extremely seriously and, as a consequence, are given a generous budget to allow the department to keep itself at the forefront of new initiatives.

Charges

When support involves withdrawal from the classroom and the provision of individual specialist teaching in the Learning Support department, a charge is made.

Children's needs vary enormously, but as a guideline most children require two specialist lessons of 35 minutes per week. For those who require support both in Literacy and Numeracy, this may rise to three or more lessons.

Inspection

The school is regularly inspected by the Council for the Registration of Schools Teaching Dyslexic Pupils (CRSTeD). In the most recent CRSTeD report the Inspector concluded:

The school both meets and exceeds the criteria for re-registration and provides an environment where pupils with SpLD are encouraged to build on their strengths whilst being supported to address their weaknesses. The school has a focus on engendering pupils who are confident learners.

ACTIVITIES

Head of Department: Mrs Hambley

There are a wealth of groups and activities that take place during the week, with something for everyone, whether that be based in the Arts, Music, Culture, Sport, Support, Academic or just good old-fashioned family board games.

The children are encouraged to participate in as wide a range of these activities as they are able, to give them a diversity of interests and to enable them to discover talents that might, otherwise, remain hidden. Children are free to pick the activity that they enjoy and we encourage them to do at least one activity a week.

All of this provides an important opportunity for the children, and the staff, to savour a variety of skills and interests that hopefully broadens the mind and provides a contrast with the pressures of the 'mainstream'. It is, if you like, the much quoted 'Added Extra' – and there is no doubt that it now represents a significant element in the mix.

Time moves on and fashions continually change. In line with this, we regularly consult the children and the staff about new ideas and, so long as the ideas are feasible, are more than willing to add them in. Indeed, if you have any ideas of your own, we would be only too delighted to hear of them!