

Through all of its policies, Wellstead Primary School aims to provide:

A caring, family ethos in which all children can flourish.

Excellent standards of teaching which enable all children to achieve their full potential.

A curriculum which builds enthusiasm for learning and equips children for the next stage of their education.



Wellstead Primary School

Curriculum Policy

Introduction

This policy is an agreed School Statement of the aims and principles of the curriculum at Wellstead Primary School.

The curriculum outlines the learning opportunities planned for pupils throughout the School.

Rationale

At Wellstead Primary School, we believe that every child has an innate capacity for learning which should be nurtured, cared for, stimulated, harnessed, promoted and developed through the provision of an exciting, creative, relevant, and challenging curriculum.

At Wellstead, we believe that learners make the best possible progress when teaching and the curriculum are focussed on

- building learning skills;
- when every learner is enabled to succeed;
- when children are made partners in their own learning;
- when learning experiences are vivid and real for children and
- when the curriculum addresses the major issues that face our society and the world.

Our curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally, culturally
- Positive attitudes, healthy relationships and essential life and work skills
- The ability to make informed choices, gaining experiences and developing responsibilities for their future

Aims

We aim to provide a curriculum for all pupils which:

1. Meets current statutory legislation (National Curriculum 2014)
2. Reflects the Schools ethos
3. Focuses upon developing pupils:
 - a. Attitudes and attributes
 - b. Key skills
 - c. Knowledge and understanding
 - d. Spirituality
4. Is planned and coordinated, linking our Values, Ethos and Key Skills to provide a rich broad learning experience

5. Is inclusive and provides equality of opportunity, promotes personalised learning reflecting pupils needs, interests, learning styles and access to a range of varied experiences, resources and organisation
6. Sets high standards, with teaching staff providing appropriate challenge and support to enable pupils to maximise their potential
7. Promotes high achievement, quality first learning, raising aspirations and the commitment to life-long learning
8. Is monitored, reviewed and evaluated regularly to ensure that:
 - Highest standards and quality of learning are achieved
 - It reflects and responds to the children's needs and context
 - It continues to match and support the school's organisation, purpose and direction (School Self-Evaluation and Development Plan and Ethos)

How we achieve our Aims

I. Curriculum Organisation

a. Curriculum Planning

We meet statutory legislation by:

- Planning a curriculum with Year R that works towards the Early Learning Goals from the Revised EYFS Framework, Year 1 – Year 6 working from the 2014 National Curriculum document.
- Providing school policies and programmes of learning for: Relationships and Sex Education, Collective Worship, RE and PSHE
- Providing appropriate Assessment Recording and Reporting arrangements
- Ensuring that vulnerable children have access to opportunities, learning and resources as indicated on their Personal Education Plan.

A Curriculum Overview provides an outline of the long-term provision for the whole School. It is devised using the National Curriculum/Revised EYFS and Hampshire Agreed R.E. Syllabus to 'map' out units of study/topics. This ensures continuity and progression for the children as they progress through the School, irrespective of the class/year. *Refer to Appendix 1 – Long Term Plans (also available on the school the website)*

The following sections detail our expectations for each stage of curriculum planning.

Long Term Planning

This will take the form of curriculum maps covering all subjects for the Foundation Stage, Key Stage 1 and Key Stage 2. For each curriculum subject or area of learning, these maps will identify:

- Learning aims to be covered during each year
- Blocked units of work for each curriculum area
- A map of the key learning skills that underlie the unit of work
- The cross-curricular links within units of work

Medium Term Planning

For foundation subjects, ICT, Science, PSHE and RE, this will provide:

- A session-by-session outline for each blocked unit of work, establishing progression of objectives, learning skills and expected outcomes
- Speaking and Listening objectives
- The cross-curricular links within units of work
- Key aspects of differentiation and extension for more able pupils
- Notes of resources needed
- Expected pupil outcomes for the unit

Medium term plans may be based on planning previously undertaken and will stand in place to be used in successive years.

For English and Maths, medium term planning will outline objectives on which weekly planning will be based. In the course of delivering this planning, it will be evaluated by year teams in order to inform next steps.

Short Term Planning

This will be undertaken on a weekly basis for Maths and English. It will:

- Set out specific daily objectives
- Outline teaching input and key questions for each part of the lesson
- Outline differentiated tasks for groups of children
- Include notes of teacher focus and use of support staff

Short term planning may be modified by year teams in light of day-to-day evaluation. It may contain homework activities.

Electronic copies of all planning are expected to be saved to the planning folder (specific to each year group) found on Teachers Pool. The expectation is that planning is saved on to the Teachers Pool at the beginning of each week.

Key Stage Leaders will review planning on a regular basis as part of the school's triangulated approach to assessing teaching and learning in the school.

- b) Provide Guidance and Policies on Teaching and Learning, Collective Worship, Sex Education and subject specific policies Refer to *Teaching and Learning Policy/subject policies, Collective Worship and Relationship and Sex Education Policies*.
- c) Assessment - Is integral to effective teaching and learning – it informs future planning and promoting high standards within a broad and engaging curriculum. Refer to *Assessment Policy*.
- d) Schools Procedures and practices for Assessment and Target Setting facilitate pupils with the support, challenge and opportunities to achieve their individual targets, interests and personalised learning. Refer *SEND Policy/Accessibility Plan*

Monitoring and Evaluation

Purpose of monitoring the curriculum is to:

- Evaluate the effectiveness and appropriateness of the School's curriculum provision:
 - Raising pupils' attainment and progress
 - Appropriateness and relevance for all pupils (in all Key stages)
 - Pupils behaviour, attitude, attendance
 - Pupils participation and engagement
 - Pupils extended learning (Clubs/interests, further involvement in learning)
 - Meets statutory requirements
 - Promote the School's ethos and values
 - Accessibility and inclusion
 - Manageability
 - Provides continuity for pupils learning
- Support, identify and inform professional development of staff
- Identify targets and areas for development that will further develop the quality of provision of the learning taking place

This will be achieved by monitoring the School's:

- Curriculum Policy
- Curriculum Long Term Plans
- Medium and short term planning
- Attainment and Progress Data and Targets

Roles and Responsibilities

The Headteacher:

- Has the responsibility for the long term curriculum planning
- Co-ordinates the work of SLT and teachers to ensure that the curriculum has progression and appropriate breadth and meets the needs of all pupils
- Ensures monitoring practices are in place, outcomes and evaluation recorded with appropriate review actions by subject co-ordinators/SLT
- Monitor and evaluate the effectiveness of the curriculum in meeting the needs of all pupils
- Feedback and report to colleagues and Governors outcomes of monitoring and future action and developments

The Governing Body monitors the quality and effectiveness of Curriculum Provision through the Learning Committee and HT reports at full Governors Meetings.

The Headteacher, will monitor the long term plans, schemes of work, teachers planning and pupils learning, in order to:

- Evaluate practice
- Provide feedback to staff
- Identify priorities for development
- Assess outcomes in terms of pupil attainment and progress

APPENDICES

APPENDIX I Curriculum Long Term Plans Overview for 2016/17

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No of weeks	7	7	7	6	5	7
Learning Value	Collaboration	Perseverance	Motivation	Curiosity	Thinking	Creativity
Project title	Survival (part 1) Rough Guide to Europe (part 2)	Groovy Greeks	Significant People	Animals: Adapt and Evolve	Thrills and Spills	Island hopping!
Hook	Ray Mears challenge Use map skills to locate place to build survival shelter Tourist board rep - want to promote country in Europe as a tourist destination	Labyrinth String around the school - what is in the centre of the maze?	King for the day - run the school.	Falcon display.	Visit Hollycombe? A thrilling experience?	Isle of Wight by hovercraft, walk along front
Outcome	Rough guide travel leaflet (Bath Travel)	Greek Day (pottery/ food sharing)	Gallery of Significant people - biographies	Make a voiceover for a film clip.	Fairground ride	Model of own island.
English	Bear Gryllis/ Ray Mears clips Instructions How to survive xxx. .. Girl and the Fox (Lit Shed) Persuasive writing - rough guide	Myths Olympic Poetry	Horrible History style text Diary writing	Report - David Attenborough Debate - Animals in zoos - argument	Newspaper Articles - thrill seekers.	Treasure Island narrative
Maths	A1 Place Value Fractions B1	C1 D1	A2 B2	C2 D2	A3 B3	Project-based maths. Theme Park, Alien invasion,
Geography	Europe G13	X	x	x	x	Caribbean, mapping, UK, grid references
History	x	Greek Legacy H12	Monarchy	x	x	x
Science	Circulation	x	Light	Animal classification Evolution	Electricity	x

				Inheritance		
Computing	Scratch (Quiz - Europe)		Kodu		Photographers	Multi-media presentation Green screen?
Art		Greek Pots	Emotion collages			Banksy Graffiti art
DT		Greek food Moussaka			Fairground rides	
Music	HMS	HMS Theseus and the minotaur	The Beatles - Eleanor Rigby	?	?	? Steel Drum Wyvern?
PE	Fitness test Team building activities	Greek Dance (LCP) Real PE - Core skills	Indoor Athletics Real PE - core skills	Netball/ Basketball Real PE - Core skills	Gym Real PE	Cricket RealPE
RE	God Talk	Interpretation	Purim	Empty Cross resurrection		
French	Cache cochon		Le petit chaperon rouge		Je m'habille et je te croque	
SMSC/PSE	Dealing with conflict	Anti-bullying	Drugs	My Moneysense	Transition	SRE
P4C	x	Myths - the concept of Good / Bad.	Power - ruling a country	Animals in zoos	x	x

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No of weeks	7	7	7	7	5	7
Learning Value	Collaboration	Perseverance	Motivation	Curiosity	Thinking	Creativity
Project title	Mysterious Mayans	Vicious Volcanoes	Samba de Janeiro	Lost in Space	I'm an Evacuee, Get Me Out of Here!	
Hook	Archaeological Dig	Letter & images from Saethar	DIY favelas	Tim Peake?	Evacuation!	
Outcome	Why was Mayan civilisation so important? Podcast	Documentary	Visit Brazil (persuasive text)	A Hitchhikers Guide to the galaxy	Children in war IWM Stories from the Home Front	
English	Narrative – Catherwood journal Writing to entertain – Horrible Histories	Non-Chron – Vesuvius & Pompeii Eye-witness – Vesuvius eruption	Newsround report – Street Children Poetry – Street children	Film Narrative – Francis? Wall-E? Persuasive – Milky Way travel	Newspaper report – Evacuation Non-Chron report – children in war	Narrative recount – air raid Poetry – Rose Blanche
Maths	Y5 Blocks A1/B1	Y5 Blocks C1/D1	Y5 Blocks A2/B2	Y5 Blocks C2/D2	Y5 Blocks A3/B3	Y5 Blocks C3/D3
Geography		Volcanoes G14	Brazil G10, I3		N/A	
History	Mayans H13	N/A	N/A	N/A	Evacuees * wartime memories	
Science	Properties & changing materials	Properties & changing materials	Forces	Earth & Space *Planetarium visit	Living things & habitats	Animals including humans *Butterflies *Donna (Manor Farm Ranger)
Computing	Digital Literacy Podcasting	Volcano websites	Digital Literacy PPT multimedia	Scratch (starship game)		
Art	Troika Pottery	Volcanoes The Scream Vesuvius (Warhol) Mt Fuji	Papier-mâché carnival masks		Henry Moore Shelter Drawings	
DT			Jamie Oliver Cooking		Anderson Shelters	
Music	HMS - Mayans	Ruffles & Flourishes	HMS - Samba	Charanga Classroom Jazz	HMS – WW2	
PE	Beep Test Hockey	Tag Rugby Gym	Rio Dance Basketball	Bikeability Football	Athletics Dance	Tennis Rounders
RE	Myth	Prophecy	Freedom (Passover)	Ritual (Paschal candle)	Leadership (Jesus & Hitler)	Justice
French	Dans La Ville		Le Temps		Le Café	
SMSC/PSE	Being involved in my community	Anti-Bullying	Drugs	World of work *Parents in/ school community	Natwest Pocket Money	SRE 1 st week July
P4C		The Promise	Street children images	Monkeys in Space (Literacy Shed)	Erika's story	Rose Blanche

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No of weeks	7	7	7	7	5	7
Learning Value	Collaboration	Perseverance	Motivation	Curiosity	Thinking	Creativity
Project title	Amazon Adventure (Biomes)	Amazon Adventure (Amazon River)	Tomb Raiders	READY STEADY COOK	Angry Anglo-Saxons (Settlements)	Vicious Vikings (Invaders)
Hook	Zoolab - 9.9.16	River visit Beaulieu CET 3.11.16	Archaeological dig	??HC3S workshop (Lorraine Snape)	QR codes/Looking at different artefacts)	QR codes/Looking at different artefacts)
Outcome	Rainforest / Biome Gallery	Bruce Parry Rainforest travel blog	Egyptian Museum Egyptian Day	HC3S Ready Steady Cook	Horrible Histories	Viking Invasion
English	Narrative (setting from character point of view) - The Vanishing Rainforest Non-Chronological Reports - Amazon Animals Poetry - rainforest??	Literacy Shed Journeys ?? Poetry - rivers Sense/ descriptions ?Eva Ibbotsen - journey to the river sea? Deforestation letter Travel blog through rainforest	Egyptian Cinderella Mummification instructions Journey to Jo'burg?	??	Beowulf? (Morpugo version) How to be a Saxon Warrior?	Persuade to be a Viking Warrior? Tyr and the Wolf Neil Gamen Odd & the frost giants
Maths	A1 Place Value FDP Fraction equivalence B1 Mental Fluency Addition & Subtraction Measures & perimeter Statistics Time	C1 Mental Fluency (x÷) Multiplication & Division Scaling Measures & area D2 2D & 3D shapes Co-ordinates Translation	A2 Place Value Rounding Roman Numerals FDP Fraction - decimal equivalence B2 Mental Fluency Addition & Subtraction Measures & perimeter (compound shapes) Statistics Time	C2 Mental Fluency (x÷) Multiplication & Division Scaling Measures & area D2 2D shapes symmetry angles Co-ordinates Translation	A3 Place Value Rounding Roman Numerals FDP Fraction - decimal equivalence + - fractions B3 Mental Fluency Addition & Subtraction Measures & perimeter (compound shapes) Statistics Time	C3 Mental Fluency (x÷) Multiplication & Division Scaling Measures & area D3 2D shapes - angles 3D shapes - nets symmetry angles Co-ordinates Translation
Geography	Biomes G12,14,15,16	River Study Amazon River Compare with Beaulieu river G13, 14,16,18		WHERE FOOD COMES FROM? G12, 15, 16		

History			The Egyptians H11		Anglo Saxons Settlements H7	Vikings Invasion H8
Science	Habitats SH5,6,7	States of Matter SS1,2,3	Electricity E1,2,3,4,5	Animals including humans SA10,11,12	Sound S1,2,3,4,5	
Computing	Websites about biomes C11,12,13	Unplugged computing - flow diagrams C10	Google Sketch-up C12	Kodu C7,8,9		Scratch C7,8,9
Art	Rousseau - surprised Oenone Hammersley A5,6,7		Canopic jar (clay/ papier- mâché) A5,6			??Viking Portraits A5,6
DT		Cam Toys Rainforest animals? DT9,10,11,12,13,14,16, 17	Tomb Alarms (link to electricity) DT9,10,11,12,13,14,16, 18	FOOD & NUTRITION HC3S Cook & Eat DT22,23,24		??Viking Manbags DT9,10,11,12,13,14
Music	HMS - Sian Buckley Rainforest	HMS - Sian Buckley Rivers	HMS Ancient Egypt Unit	Glockenspiels	Lean on Me!	
PE	Games - Football PE4,5,9 Real PE Core ABC skills	Creative dance - Rainforest OR Rio 2 Street Dance PE6,7,9 Real PE Core ABC skills	Indoor Athletics PE6,9 Real PE Core ABC skills	Swimming PE10,11,12 Real PE Core ABC skills	Games - Cricket PE4,5,9 Real PE Core ABC skills	Young leaders Game Makers, Problem Solving Real PE Core ABC skills
RE	Rituals	Holy	Death Ceremonies	Sacred Places	Places of Worship	Sikh Festival Baisakhi
French	Parts of the Body L1,2,3,4,7,8,10,11,12		Food and Drink Likes and Dislikes		Hobbies and Sports	
SMSC/PSE		Anti-bullying	Drugs - Alcohol	Keeping safe in school	Keeping safe outside of school (Medicot)	SRE

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No of weeks	7	7	7	7	5	7
Learning Value	Collaboration	Perseverance	Motivation	Curiosity	Thinking	Creativity
Project title	Rock of Ages	Out of the Darkness	Meerkat Mail UK	Vive la France	Honey I shrunk the Kids (Plants)	Roman Invasion!
Hook	Campfire (see '101 things...' Hampshire artefacts box	Dragon Lair Scorch marks / egg	Video postcard from Sunny meerkat	French curiosities cafe	We are gardeners	Archaeological Dig Treehouse Theatre
Outcome	Rock song	House team Top Trump Cards league	Sunny's scrapbook	Reme café and Matisse gallery	Planting	Roman day/Roman soldier dance
English	<u>Diaries & recounts</u> – Diary of a Stone Age Boy Cave baby <u>Information Texts</u> – Stonehenge	<u>Poetry</u> – Dragons <u>Instructional Texts</u> – How to train a dragon <u>Narrative</u> – Dragon Tales (Cobbler and the Dragon; How to Train your Dragon)	<u>Non-chronological reports</u> – Meerkats Travel blogs- Where is Sunny off to?	<u>Persuasive texts</u> - different locations UK/ France <u>Narrative</u> – Sunny's Perilous Journey (Alps)	<u>Narrative</u> – Honey I shrunk the kids Clip from bugs life <u>Poetry</u> Deadly Gardens	<u>Newspaper Reports</u> – Boudicca's final battle <u>Diaries & recounts</u> – Diary of a Roman gladiator
Geography	N/A	N/A	Focus on an area in UK Hedge End (G13) (compare HE with Sunny's home in Kalahari desert)	Compare an area in France with UK (G13) (e.g. Alps)	N/A	N/A
History	Stone, Bronze & Iron Age Britain (H5) *changes in Britain		N/A	N/A	N/A	Roman Invasion! (H6)
Science	Rocks & Soils (SR123)	Light & Shadow (Dragon shadow puppets) (SLI2345)	Forces & Magnets (SF123456)	Animals including Humans (SA 89)	Plants (SP5678)	N/A
Computing	Desktop publishing	Databases (Dragons – top trumps)	Logo	Simulations/ Programming	We are Photographers	Desktop publishing
Art	Cave Art Stonehenge (A6) Stonehenge sketches (A5)	Collage- Dragons (A6)		Henri Matisse Monet (A7)		
DT		Pneumatic Dragons (DT13)		French café food (DT22,23,24)		Roman chariots (DT16,17)
Music	Hampshire music- Ukele	Hampshire music- Ukele	Hampshire music-	Hampshire music-	Hampshire music-	Hampshire music-
PE	Tag Rugby Real PE	Dance Real PE	Basketball Real PE	Skipping Fitness Real PE	Rounders Real PE	Dance (Roman soldier) Real PE
RE	Stones as a symbol	Light as a symbol	Stories with messages	Easter	Creation Stories	Guru Nanak and the Gurus
French	Greetings Numbers to 20	Colours	Week days Numbers to 40	Weather	Months Family	Animals
SMSC/PSE	Being involved in my community *visitors	Anti-Bullying	Drugs - Smoking	World of work *Visitors		SRE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No of weeks	7	7	7	7	5	7
Learning Value	Collaboration	Perseverance	Motivation	Curiosity	Thinking	Creativity
Project title	Titanic	Materials	Explorers!	African Adventure This is a short half term but we should have enough time to get the geog and art done	Plants - Veg Shed?	Animals and their Habitats Habitat Box?
Hook	Reconstruction Relay - collaboration Exploring History Artefacts	Iron man projects Collaborative finding pieces of the broken Iron Giant together in playground	Space Dome EVAT a morning (£5.50each) Professor J banks Video message	Flight to unknown destination	Plants and vines around class with letter from Giant	Minibeast Breakout in the class - where should they be?
Outcome						Giant Minibeast Hotel
English	Narrative - adventure story -Tom and the island of Dinosaurs - new adventure - collaboration to escape Non-chron - Titanic Poetry - Close observational poems of the icebergs	Iron Man descriptive poetry - similes Non-chron - features to inform about iron man - labels, captions, fact file, question headings, Story writing - Mon ami le robot - retell as it has no words Descriptive Christmas letters - sentence structures	Narrative The Great Explorer - Story writing - alternative ending or new adventure Instructions - subordination, conjunctions, prepositions Persuasion - explorer items - commands	Narrative Zahra - story Recount - African drum workshop	Jim and the Beanstalk -- letters from Giant/Jim - commands from the Giant Narrative - Enormous Turnip New texts around plants? n-f, poems and stories See link	Story writing something fishy digital literacy habitats Non-chron - create an animal Minibeasts poems -
Geography	Sunk! Titanic H4 G1, G5, G6, G7		<i>Explorers - Armstrong, Columbus, Scott of the Antarctic</i> H3, H2 G6, G8	African Adventure G3, G1, G4, G6, G7, G8		
History	Sunk! Titanic H4 G1, G5, G6, G7		<i>Explorers - Armstrong, Columbus, Fiennes, Raleigh, Scott of the Antarctic</i> H3, H2 G6, G8			
Science	NONE	Materials Could use Gingerbread man floating across river using different materials?	Animals mainly humans senses and health -link to explorers		Plants	Habitats
Computing	Digital Literacy Animation and Film Making	Digital Literacy Digital Photography		Digital Literacy Online Communication Introduction to google		Computer Science Programming and Control

	<p>Create animation linked to Titanic sinking - collaboration Stick in Action I can Animate Lego animation</p> <p>C4, C5</p>	<p>C4, C5</p> <p>Materials photos</p>		<p>apps and email. e-safety</p> <p>(African drum thank you feedback?) C6</p>		<p>Probot and Roamers Unplugged computing - Human Crane etc Kodable, Move the Turtle, Tynker, Daisy the Dino</p> <p>C1, C2, C3</p>
Art	<p>Drawing: Observational drawings of Titanic with a focus on perspective, lines, shape and colour Portholes drawings</p>			<p>Sculpture: Papier-mâché African masks including card appendages</p>	<p>Natural sculpture andy Goldsworthy or African printmaking</p>	<p>Drawing: Human and animal portraits. Collect small pencil sketches of facial features. Map out the sections of the face.</p>
DT		<p>DT - Mechanisms Winders and cranes to lower lifeboats Link to materials, Tom and Dino's air balloon?</p>	<p>DT - Structures Moon buggy - add wheels and axels to a simple wooden frame chassis</p>			
Music	<p>Music - Create music to go with the animation (link to topic)</p> <p>M4</p>	<p>Music - I want to play in a band Charanga</p> <p>M1, M2, M3, M4</p> <p>STOMP?</p>	<p>Music -Glockenspiel Stage 1 Charanga</p>	<p>Music - Hands, feet and heart (link to Africa project) Charanga Or AFRICAN DRUM WORKSHOP</p>	<p>Music - Journeys theme Charanga Music M3</p>	<p>Music - Mini Beasts (Hants Music Service pack) Charanga minibeast unit We couldn't find any planning did African drum workshop instead FIND THIS OR Book something</p>
PE	<p>Invasion Games (football/ hockey skills) PE2</p> <p>Choreograph Dance: Ballroom collaboration PE3</p>	<p>Indoor Multi-Skills PE2</p> <p>Gym PE1</p>	<p>Invasion Games: (hand skills) PE2</p> <p>Dance: Skipping PE3</p>	<p>Net& Wall games: (tennis skills) PE2</p> <p>Gym PE1</p>	<p>Games: striking & fielding PE2</p> <p>Multi-Skills PE2</p>	<p>Young Leaders: Design a game for YR/ Problem Solving PE1</p> <p>Dance- Creative Colours and moods PE3</p>
RE	<p>Special Place Church and Hindu temple (Christianity and Hinduism)</p>	<p>Angels Angels at Christmas (Christianity)</p>	<p>Change People Jesus met (Christianity)</p>	<p>Welcoming Palm Sunday - Christians welcome Jesus (Christianity)</p>	<p>God Ideas about God (Christianity and Hinduism)</p>	<p>Protection Festival of Raksha Bandhan (Hinduism)</p>
SMSC/PSE	<p>Taking Charge</p> <p>Core Theme: Living in the Wider World</p>	<p>Anti-Bullying</p> <p>Core theme: Relationships</p>	<p>Moved to spring 2</p>	<p>SRE Differences NSPCC Pants are Private</p>	<p>People and their Work</p> <p>Core Theme: Living in the Wider World</p>	<p>Going for Goals</p> <p>Core theme: HWB</p>