

The Key Stage One Curriculum

English

Our intent is to help children to develop a love for the English language, through the spoken and written word. In Year 1 and Year 2, children are taught Spoken Language, Reading and Writing as outlined in the National Curriculum. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress. Mastery of language empowers children to communicate creatively and imaginatively, as well as allowing them to engage with the world at large. English is the overarching subject and is embedded through our topic-led approach. The books that we use have been carefully selected allowing for progression from the beginning of Year 1 to the end of Year 2 and they are linked to the theme of the topic. English is taught every day as well as separate discrete lesson for phonics, guided reading, and handwriting. However, we expect children to be applying their English skills (verbal or written) across the curriculum. By following this model of good practice, most children are able to make accelerated and outstanding progress in English. We are exceptionally proud of this achievement as a vast majority of our children speak English as an additional language.

English is planned as a unit of work which will give children the opportunity to develop their spoken language, vocabulary development, reading and writing. The unit of English may be fiction (narrative), non-fiction (reports, recounts, explanation, or instructions) or poetry. These are taught in a sequence of lessons using a range of strategies and are carefully planned to give children the best opportunities to develop spoken language, reading and writing skills. Units of English can vary in duration from one week to four weeks long. We provide grammar and punctuation skills lessons (linked to the topic where possible) within the sequence of learning in topics in order to maximise scaffolded learning opportunities for our EAL pupils. There are a range of strategies and pedagogy to teach the English curriculum. Noted below are some examples of the strategies that we use.

Spoken Language

- The provision of a language rich environment
- First hand experiences and visual materials that are taught in literacy
- Talk partners
- Show and tell
- Drama including 'hot seating'
- Performance poetry
- Links to other subject areas
- Class and group discussions
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.

Vocabulary Development

- Spelling lists/key words to take home and learn
- Display of key words linked to topics and subjects
- Working walls
- Using the correct vocabulary orally
- In-depth word-based lessons looking at spelling patterns
- Using a dictionary, thesaurus, and similar resources
- Focused vocabulary in guided reading lessons
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/small group support, where appropriate
- Targeted group support for spelling words using Word Shark
- Word mats used created using Communication Inprint
- Phonics displayed

Writing

Reading

- Talk for Writing Scheme
- Teaching grammar is either linked into the unit of work or topic or as a separate lesson where necessary
- Planned and sequenced units of work support the progression of writing
- A weekly or fortnightly 'extended writing' session to build children's writing stamina and to promote independent learning (writing)
- A cross-curricular writing approach through topic-based lessons
- We have a systematic approach - we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling, and shared/collaborative writing to demonstrate good practice
- We use a guided writing approach to support all pupils
- We encourage and promote 'talk for writing'
- We celebrate work on our English Working Walls and work displayed in school
- We provide story maps, story mountains, writing frames and key words
- We provide time for planning, editing, and revising
- We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- We provide children with next step feedback with opportunities to respond so that they can improve the quality of their written English

- Read Write Inc Phonics Scheme
- Carefully organised texts and planning within the English unit of work
- Reading across the curriculum particularly for topics
- Guided and individual reading
- Whole class reading (teacher reading book to the whole class)
- Offering a wide range of texts in our school library, including fiction, non-fiction, picture books and dual language books
- Regular periods of quiet reading
- Use of online and computer software to support reading (Oxford Owl, Word Shark, eBooks)
- Reading for pleasure as modelled by a teacher or Learning Support Assistant
- Paired reading (between pupils)
- Reading events throughout the school year (e.g., celebrating World Book Day or famous authors' birthdays, author visits, library visits)
- Using the school library on a weekly/fortnightly basis
- Reading volunteers supporting reading across the school

Mathematics

Maths is taught daily, and we follow the Programmes of Study for Year 1 and Year 2 as outlined in the National Curriculum. To support our teaching of Maths and to ensure that the subject is enriched using mastery mathematic activities, we use support and activities from Herts for Learning (HfL), White Rose Maths and NRich. Through our Maths curriculum, we provide children with opportunities to develop a positive attitude towards the learning of maths and an enthusiasm for the subject. They are taught to understand and apply their mathematical knowledge to help them with real life situations and understand and apply their mathematical knowledge to support and reinforce their understanding of other curriculum subjects. Maths lessons are taught in block units with each unit focusing on a different strand in the Maths National Curriculum.

Number – Number and place value	Number – Addition and Subtraction	Number – Multiplication and Division	Number – Fractions	Measurement	Geometry – Properties of shapes	Geometry – Position and Direction	Statistics – Data Handling
---------------------------------------	---	--	-----------------------	-------------	---------------------------------------	---	-------------------------------

These strands are delivered taught through two- or three-week block units and will be repeated in the autumn, spring and summer term to ensure curriculum coverage.

At Chater Infant School we believe the teaching of Mathematics should, wherever possible, be within a context that is meaningful for the children. To aid concept development we endeavour to link more abstract mathematical knowledge with concrete experiences and pictorial representations (a Concrete Pictorial Abstract approach) by:

- Creating a stimulating and exciting mathematical environment
- Developing children's understanding of mathematics through discussion, practical tasks, problem solving and investigation whenever possible, including those in other curriculum areas
- Providing 'real life' contexts, if possible, to develop skills e.g., money
- Using Computing wherever it enhances the learning of the children
- Using a wide range of Mathematic manipulatives (e.g., 10 frames, multilink cubes, Numicon, Base 10 apparatus, place value cards and counters) to support children's conceptual understanding of number)
- Using a variety of whole class, group, paired and individual activities, as appropriate
- Encouraging children to explore their own recording methods in addition to learning how to use formal calculation

In planning Mathematics within the whole school curriculum, we believe it is more meaningful for young children (particularly those who are bilingual) when:

- New learning is planned so it builds upon previous knowledge and understanding
- Cross-curricular links for teaching Maths are fully utilised across the curriculum
- Children are encouraged to talk about their learning and listen to others' ideas, for example in solving a problem
- A wide range of mathematical manipulatives to support children's conceptual understanding of number are used

Science

Science is the knowledge of the natural world based on facts that are learned through enquiry, observation, and investigations. Science involves learning to think as scientists, finding answers to the questions children have about the world around them. We want the children at Chater Infant School to develop ideas and ways of working that enable them to make sense of, be curious about and explore their world. It is important that Science is taught in a cross-curricular way to support our learners. In KS1, some of the topics that we teach are Science based such as Plants, All About Me (human body), Animals, Habitats and Living Things. Our Science curriculum develops understanding of the nature, process and methods of Science through different types of Science enquiries. We ensure that children are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

Science is a core subject within the National Curriculum. There are two strands: working scientifically and subject knowledge. Our aim is to teach working scientifically whilst developing subject knowledge. The Programmes of Study outlined in the National Curriculum detail the knowledge and understanding delivered in Year 1 and Year 2.

Year 1	Year2
Everyday materials Animals, including Humans Plants Seasonal Changes	Living Things and Habitats Plants Animals, including Humans Uses of Everyday Materials

There are also opportunities for Science skills to be reinforced across different subjects of the curriculum. Science teaching at Chater Infant school promotes excellence and enjoyment and we have adapted and extended the curriculum to match the unique context of our school. We have an emphasis on ensuring that our teaching of Science is built upon and supported by first-hand experiences and we increasingly encourage children to take control of their own learning. We teach Science knowledge as well 'working scientifically'. Therefore, some of the Science lessons are taught through practical investigative work.

Through our Science curriculum, we aim to:

- Prepare children for life in an increasingly scientific and technological world
- Develop concern about and active care for our environment
- Help children to understand how Science has changed our lives and is vital to the worlds' future prosperity
- Enable our children acquire a growing understanding of scientific ideas
- Develop and extend our children's scientific concept of their world
- Use imaginative and purposeful activities, that are well managed and enjoyable

Computing

The school is continually developing its resources and expertise to deliver the Computing curriculum. We use the Herts for Learning Primary Computing Scheme (version 4.1) which provides a creative approach to delivering Computing from the EYFS to Year 2 and is fully aligned with the National Computing Curriculum (2014). It supports the teaching and the development of computing and builds computer science capability for current and future learning. It is designed to evolve to embrace new technologies and practices and meet statutory changes to the National Curriculum. Modules are planned in line with this scheme and allow for clear progression to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the National Curriculum.

The National Curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology

Computing is taught in Year 1 and Year 2 for at least one hour a week as a Computing lesson. At the end of KS1, we expect our children to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The skills and knowledge will be taught through different topics which ensure continuity and progression and challenge from Year 1 and into Year 2. Lessons are taught specifically to develop skills but where possible making links across the curriculum is encouraged. As a result, through using the guidance as listed below and making adaptations to meet the cross-curricular approach of our curriculum, our Computing curriculum is more relevant, challenging and enjoyable for pupils.

Computing taught in Key Stage 1:

Year 1	Let's Create	Visual Information	Discovering Turtles and Devices
Year 2	Getting Creative	Starting Research	Talking and Sharing

Geography

Geography is taught using the statutory requirements of the Programmes of Study of the National Curriculum for Year 1 and Year 2 but we tailor the Geography curriculum to make it relevant for our pupils and school community. There is progression in skills, knowledge and understanding of what is taught children from Year 1 to Year 2. Geography is taught in blocks within the topics but may also be the focal point of some topics (e.g., Year 1 topic of London, Year 2 topic of Watford). As our school community is multi-cultural and diverse, we feel it is extremely important that our pupils understand and celebrate where they or their families come from. This develops a mutual respect and understanding across the school.

To enhance our Geography curriculum, we ensure that children will:

- Children will learn about their immediate local environment of the school, environment around the school and learn about Watford
- Children go on local environmental walks to Cassiobury Park and Watford town centre. We feel that it is essential that our children visit local points of interest (Chater Junior School, Watford Palace Theatre, cinema, other local schools) and local places of worship (St. Michael's Church, Watford Mosque, Gurdwara) so that our children can value where we live
- Further enrichment of our Geography curriculum is in how we support our children to understand how they can become responsible for improving their environment
- We develop their understanding and necessity of recycling and use of sustainable resources as well as working with Watford Council (Mayor of Watford, MP councillor of Watford) to think of ways to improve where we live
- As we have attained the British Council's International Schools Award* status, we have ensured that international links are spread across our curriculum in a range of subjects. We have also made international links with schools in Germany, France, America, India, Singapore and Brunei to make our children feel part of the global community and to help them learn about other countries in the world. This gives our children a clear focus and purpose to their learning where they can use maps, atlases and globes to locate countries.
- It also gives our children the opportunity to identify similarities and differences between places and countries that we are learning about. As part of one of our Geography homework holiday projects, we allow children to investigate and work independently on learning about a country of their choice. This project gives children the opportunity to follow their own interests and develops self-learning.

Geography taught in Key Stage 1:

Year 1	The Local Environment, Countries in the U.K, Maps, World, Pirates, London, Rainforests Around the World
Year 2	Human and Physical Features, Location of Castles, Africa, Watford, Maps, Continents and Oceans, Sustainability, Local Environment and Issues, Habitats Around the World, Traditional Tales from different cultures/countries

*see further information about our curriculum relating to the British Council's International School Award below.

History

History is taught using the statutory requirements of the Programmes of Study of the National Curriculum for Year 1 and Year 2 but we tailor the History curriculum to make it relevant for our pupils. There is progression in skills, knowledge and understanding from Year 1 to Year 2. History is taught in blocks within the topics but may also be the focal point of some topics in Key Stage 1. To support our children in their learning we feel it is vital that children learn History through a range of subjects including English, Art, Music, and other subjects of the National Curriculum. We feel that children should learn about their own past first. This progresses to learning about local history, the lives of significant people or events in British history. The events or significant people are carefully chosen to link into the topic that we are learning about and are taught in a timely way to make relevant to our pupils (e.g., Castles/Battle of Hastings is taught in the Autumn term as it links in to the anniversary date in October, Guy Fawkes is taught in early November etc).

Our History curriculum is enriched further by:

- Visits to museums or historical points of interest to inspire our children and bring history to life
- Providing history workshops to enhance learning and understanding
- We celebrate historical events or significant dates which may be linked other subjects across the curriculum. These may be learnt in class or through Key Stage 1 assemblies. Some of these events include Black History Month, International Women's Day, celebrating British scientists during Science week, Remembrance Day, famous authors birthdays (e.g. Roald Dahl), ancient and modern Olympics
- As part of one of our History homework holiday projects (e.g. children are asked to investigate and work independently on learning about a historical person of their choice. This project gives children the opportunity to follow their own interests and develops self-learning)

History taught in Key Stage 1:

Year 1	Ourselves, The Great Fire of London, Black History, Dinosaurs, Mary Anning, Famous Artists (e.g., Hockney, Monet). Famous Scientists (e.g., Brunel),
Year 2	Castles, William the Conquer and the Battle of Hastings, Guy Fawkes and the Gunpowder Plot, and Black History

Art and Design

In KS1 there is a cross curricular approach in Art and Design, but we ensure the key skills and areas in the National Curriculum are covered. In Key Stage 1 children will be given opportunities to:

- Participate in a range of activities which engage the children and stimulate their imagination and creativity
- Consolidate, practise, and develop fundamental skills
- Enjoy varied lessons which, where possible, relate to other areas of the curriculum and reflect the children's own experiences and interests
- Work with a wide range of tools, materials, and media
- Use computers in different ways
- Explore contemporary art and artists from the past as well as art from different cultures
- Self-assess and evaluate their work as well as their peers' work. They will be given opportunities to act upon this and improve work further

Art is taught within topics. We feel that Art is taught best when there is a clear purpose for learning and the skills are developed throughout the Key Stage 1 curriculum. Our Art curriculum is enriched by the way that we have successfully embedded Art across the curriculum. Art is used to support learning in Science, English, Maths, Geography, History, and other subjects in the National Curriculum. As an Arts Mark (Arts Council) status and International School (British Council), the value of Art is something that the school embraces and it shapes our creative curriculum. We have a focused Art Week in the summer term where each class have a specific theme or artist and where Art is taught across the curriculum through several different ways. Our Art curriculum is further enriched by the opportunities that we provide our children as follows:

- Children have opportunities of life drawing in our outdoor environment
- Art activities at Ashridge Park Estate
- Working on Art/D&T projects with Watford Recycling Arts Project (WRAP)
- After school Art Club
- Art Week focus
- Creative homework projects linked to topics
- Visits of local artists to the school to work with the children
- Art/D&T school gallery

Art taught in Key Stage 1:

Year 1	Portraits, Art in nature (Goldsworthy), Outdoor Art and Observational Drawing, Art Week, Landscapes, Famous artists: Hockney, Monet, JMW Turner, Rousseaux, MacKintosh etc
Year 2	Bayeux Tapestry, African Art and Printing, Outdoor Art and Observational Drawing, Art Week (artist), Pop Art (Warhol),

Design and Technology (D&T)

Our aim is to teach children to develop their Design and Technology capability through combining their designing and making skills with knowledge and understanding in order to design and make products which relate to their own identity and experiences. D&T is taught within the KS1 topic across the academic year. D&T is taught in blocks and with other subjects. It may also be included in focussed weeks such as Arts Week or Science Day. We use the National Curriculum to help shape our D&T curriculum at Chater Infant School, but we also recognise the value of D&T and where it can support learning in PSHE, Science, English (instructions) and other subjects. Through our teaching of D&T, we ensure that we:

- Create an interest and enthusiasm for design
- Provide a range of activities to develop the children's thinking skills and self-confidence
- Provide opportunities for children to evaluate their own and other children's work and reflect on the next steps they can take to make their work even better.
- Improve the children's capability
- Develop children's skills in selecting and using a range of tools and materials appropriately and safely
- Use design and technology to support and enhance the children's learning across the curriculum
- Create an awareness of environmental issues including the use of recycled materials

The value of D&T is something that the school embraces and it shapes our creative curriculum as we are currently applying for the Arts Council Arts Mark status as well as the British Council International Schools Award (international food). Our D&T curriculum is further enriched by the opportunities that we provide our children as follows:

- Working on Art/D&T projects with Watford Recycling Arts Project (WRAP)
- Art Week focus
- Creative homework projects linked to their topics
- Art/D&T school gallery
- Food themed days (School dinners)
- Visit of school cooks to the classroom to discuss food hygiene
- Chater International food event
- Visitors to school

D&T taught in Key Stage 1:

Year 1	Toys, Decorations, Monster (structural), London Landmarks (structural), Animals with Moving Parts
Year 2	Castles (structural buildings), African masks, Kites, Food Technology, Playground equipment (moving parts)

Music

We follow Charanga for the teaching of Music. We ensure that pupils will:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un-tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music
- We have a balanced programme of activities is provided which builds on previous work and takes account of previous achievement

Where possible, Music is embedded into the topic that the children are learning about and may also be taught in different subjects across the curriculum including P.E., Science and Maths. The teaching of our Music curriculum is used to reflect our school community. Songs, chants and music from different cultures are taught and listened to in class or in assemblies. Songs and music are carefully selected to link into our PSHE themes or events and occasions that are celebrated at Chater Infants for our assemblies. Our weekly singing assemblies have enriched our Music curriculum as children can practise a repertoire of songs. As a school, we encourage individuals and groups to participate in music activities and performances. These may include assemblies, class assemblies, festivals, concerts and music in Art Week. Children have the opportunity to take part in the school 'Talent Show' and can prepare their performances at home and at school before performing live on a stage in front of an audience. Year 1 and Year 2 both have end of term performances in the Spring and Summer term respectively. Year 2 children have been invited to the KS1 Music Festival at Watford Boys Grammar School to sing alongside Year 2 children from other local schools and teachers from Watford Boys Grammar. To broaden our children's experience of listening and appreciating live music, we also invite musicians to play their instruments so that children can learn more about music.

Music taught in Key Stage 1:

Year 1	Exploring Songs and Singing, Seasonal songs, Exploring Sounds, Duration, Pulse, Pitch, Instruments, Year 1 Performance Charranga Music scheme
Year 2	Exploring Songs and Singing, African Music (Pitch, Duration, Pulse, Rhythm, Beat, Dynamics, Drums), Superhero Music (creating music using tuned and untuned instruments), Musical Appreciation of Music around the World (reflective of cultures in the class/school), Year 2 Performance, playing the recorder Charranga Music scheme

Physical Education (P.E.)

At Chater Infant School, we provide our children with a broad and balanced P.E. curriculum which meets the National Curriculum requirements; covering these four aspects:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

We cover the core programme of Games, Gymnastics and Dance, over the year, and provide children with a minimum time allocation of 2 hours per week. Where possible, P.E. lessons maybe linked to the topic or they may be taught discreetly. At Chater Infants, we have also incorporated Circuit Training into our P.E. curriculum to support the wellbeing and mindfulness of our children. We believe that children should be active and healthy in mind and as well as physically in their body. We believe that active children will be ready and focused to learn. In KS1, our P.E. curriculum allows children to progress between each year group through the range of games and skills that they are taught. Cross-curricular links may be made in P.E. where appropriate e.g. Music for Dance, Maths (position and direction), PSHE and Science (keeping fit and healthy).

Through our P.E curriculum at Chater, we aim to:

- Develop a range of physical skills that will increase confidence and develop interaction with peers, this will be useful in all areas of life
- Develop an appreciation of fair play and good sportsmanship and so learn to cope with both success and disappointment
- Develop their ideas in a creative way
- Develop a positive and enthusiastic approach to all aspects of P.E.
- Recognise the importance of living and maintaining a healthy lifestyle

Our P.E. curriculum is enriched by the range of after school sport clubs that we offer and from the skilled sport coaches that lead the clubs. Our after school clubs range from Football, Dance, Multi-skills, and Tennis.

P.E. taught in Key Stage 1:

Year 1	Multi-skills, Gymnastics, Dance, Ball Games, Yoga, Bat and Ball games, Football, Athletics and Running
Year 2	Multi-skills, Tag-Rugby, Traditional Dancing, Pilates, Gymnastics, Dance, Circuit Training, Tennis, Hockey, Athletics and Running

Religious Education (R.E.)

As we are a diverse, multi-cultural school, we value the importance that religion has in the lives of our pupils. We believe that R.E. both supports and strengthens what we aim to do in every aspect of school life. We follow the Hertfordshire Agreed R.E. Syllabus 2017-2022 for the R.E. themes. In line with

the agreed syllabus we spend 30 hours per year at KS1 on the teaching of R.E. R.E. is concerned with learning *about* religions and learning *from* religion. Families who send their children to our school are, in the main, Muslim. In addition, there are children who are Christian, some from other faiths and some from non-religious backgrounds. The faith background of both the staff and the child's family is always respected. Due to the context of our school community, the local Standing Advisory Council for Religious Education has lifted the requirement for mainly or wholly Christian Assemblies as most children who attend the school are not Christian. Our curriculum follows the agreed syllabus, but we also confidently celebrate the festivals that are reflective of our school community. Through R.E., we teach children to learn and respect about their own and other faiths to enable our children to recognise similarities and differences between them. We aim to provide a stimulating, secure and relaxed environment in which children of various nationalities, religions and cultures can live and work happily together. The customs and beliefs of all nationalities are valued equally, so that children grow up with pride in their own beliefs, interest in and understanding of the beliefs of others. Our caring ethos, and the value which we place on the development of the whole child - spiritually, morally, socially, culturally, intellectually, and emotionally - is reflected in our R.E. curriculum.

Our R.E. curriculum is enriched by the opportunities of visits to local places of worship. We visit St. Michael's Church for the Harvest Festival, the Nativity Story and to learn about the features of a church. We also have links with local mosques, the local Sikh Gurdwara and other local churches which we visit to learn more about their religious beliefs and practices. Our R.E. curriculum is enriched further with visitors that come into our school to take assemblies or workshops with the children. Visitors include faith leaders, parents, and Watford Schools Trust (a Christian charity based in Watford). At Chater Infants, we value the importance of strengthening these links across our community.

R.E. taught in Key Stage 1:

Year 1	Thanking God for Nature, Light, Belonging, Easter, Books and Stories
Year 2	Signs and Symbols, Christmas, Places of worship, Easter, Religious Leaders and Stories, Ultimate Questions

Collective Worship

We believe at this school that collective worship both support and strengthen what we aim to do in every aspect of school life. Our ethos, and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner. Collective worship both reflects and nurtures the ethos of the whole school. It encompasses all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. In particular school worship here develops the feeling of belonging to a community which is essential for personal development and spiritual growth.

During the week there are five assemblies which cover:

- PSHE/R.E focus (twice a week)
- Birthday or Singing assembly
- Class assembly
- Celebration and awards assembly.

PHSE assemblies are planned in half termly topics linking in with the Jigsaw programme, Rights Respecting values or Growth Mind Set values. R.E assemblies are linked with the celebration of religious festivals as they occur through the year. Throughout the year, there may be times where visitors may be welcomed to deliver assemblies. We believe that creating the right atmosphere is crucial to the quality of the worship. Therefore, the time is not over-dominated by school administration or moralising. We plan the time so that there is a variety in content and methods, allowing opportunity for quiet personal reflection/worship.

Personal, Social, Health Education (PSHE)

We have developed our PSHE curriculum to ensure that it covers key PSHE issues as well as everything that we believe is important for the social, moral, spiritual, and cultural development of our pupils. We feel that our PSHE curriculum is fundamental to ensure that our children are ready to learn, safe and secure and that we can provide our children with age-appropriate guidance and values. PSHE will be taught once a week and be delivered through a number of ways including circle time, stories, drama or activity.

We have a comprehensive PSHE curriculum that is delivered throughout the year through half termly themes. These themes have been taken from the SEAL scheme. These themes run alongside the three core themes of our PSHE curriculum (Health and Wellbeing, Relationships and Living in the Wider World) but have also been developed to include lessons on Protective Behaviours, Growth Mind Set values, Rights Respecting Values and British Values. We feel that by incorporating these values into our PSHE curriculum, it gives our pupils the foundations to succeed at Chater Infants and beyond.

KS1 Long term overview for PSHE:

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Cross-Curricular Links

To ensure that our topic-led approach is successful, we have carefully evaluated how different subjects across the curriculum can be delivered. The cross-curricular approach ensures that children can make links with their learning. It also gives our children an opportunity to apply their learning across the curriculum through a range of activities and purposes and to develop their resilience across the curriculum. As a school, we actively promote the cross-curricular opportunities through as many subjects as possible. Our cross-curricular links also ensure that a broad and balanced curriculum is being taught. It gives our children an opportunity to express themselves through different subjects and allows more creativity across our curriculum. Children will have the opportunity to flourish and make progress. Our links provides curriculum enrichment for our children with the opportunity to develop their skills to learn something using a different subject (e.g. learning about castles in History by using the Bayeux Tapestry in Art). The overview of topics demonstrate how the different subjects are embedded throughout children’s learning for each topic. Below shows how our cross-curricular links can be taught in our KS1 curriculum.

Maths: Links with Speaking and Listening, Design and Technology (space and shapes, measuring), Science (measuring and data handling), Art (space and shape), History (time), PSHE (money), Computing (data handling, websites, and software)

Science: English, Geography, Maths, PSHE

Art: English, Maths, Computing, History, Geography, Science, R.E., D&T, Computing, PSHE

D&T: English, Maths, Science, History, Geography, PSHE, Computing

Geography: English, Art, D&T, Maths, Science, Music, R.E, PSHE

History: English, Art, D&T, Music, Maths, Computing, PSHE

P.E.: Music, Geography, Maths, Science, PSHE

Music: Geography, P.E., PSHE

R.E.: English, PSHE, Music, Art, D&T