Subject Leadership Policies

Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.

'…let your light shine before others, that they may see your good deeds and glorify your father in heaven.' *Matthew 5:16*

'I thank you because I am awesomely made…' *Psalm 139:14*

'…I come that they may have life and have it to the full.' *John 10:10*

Subject	Subject Leader	Subject Link Governor
English - **phonics & handwriting**	Mrs Wood	
Mathematics	Mr Davies	
Religious Education - **S.A.S.A.**	Mrs Webb	
Science - **Eco**	Miss Holmes	
Physical Education - **Sports Premium** - **Opal**	Miss Doidge	
Computing - **E-safety**	Mrs Ferris	
History	Mrs Ferris	
Geography	Mr Warburton	
Languages (Spanish)	Mr Davies	
Music	Miss Doidge	
Art & Design	Mrs Wood & Mr Warburton	
Design & Technology	Miss Holmes	
Personal, Social & Health Education - **Relationships & Sex Education**	Mrs Halloran	
Forest School	Mr Foster	
Review dates:	September 2027	

ENGLISH

(subject to change before 31.12.2026)

At St Anne's Church of England Primary School, we aim to provide all pupils with a deep and lasting understanding of English reading and writing through a sequenced curriculum. Our curriculum is designed to be inclusive, ambitious, and carefully sequenced to ensure every child develops reading and writing fluency and aspires to be the best they can be.

The English National Curriculum (2014) describes what must be taught in each key stage. In early years, the curriculum is guided by the Early Learning Goals framework. This ensures continuity and progression in the teaching of reading and writing.

What is the aim of the English curriculum at St Anne's?

The aim of our English curriculum is to provide a structured, progressive and engaging approach to teaching English that ensures pupils develop secure knowledge, skills, and understanding across all strands of the subject.

Reading and Understanding

- Develop pupils' ability to comprehend texts of increasing complexity.
- Encourage active reading strategies, including inference, prediction, and summarising.
- Expose pupils to a wide range of high-quality literature to foster a love of reading and broaden vocabulary.

Analysing and Gathering

- Enable pupils to analyse how writers use language, structure, and grammar for effect.
- Teach children to gather ideas, vocabulary, and structures from texts to use in their own writing.
- Develop critical thinking and the ability to discuss texts with clarity and evidence.

3. Writing and Editing

- Support the development of **coherent, creative, and technically accurate writing** across a range of genres.
- Emphasise the **writing process**: planning, drafting, revising, editing, and publishing.
- Develop pupils' abilities to **reflect on and improve their own writing**, focusing on both composition and transcription.

What does English at St Anne's look like?

The LPDS (Lancashire Professional Development Service) schemes of work for English is used in our school. Years 2 and 5 using the 'TALK Programme' following these schemes. These English lessons help us become great readers, thinkers, and writers. Our teaching sequence goes as follows:

Reading and understanding.

- We read different texts (like stories, poems, and information books) and make sense of what's happening; reading stories or texts together, answering questions and making predictions about the text; summarising or retelling the main points.

Analysing and Gathering

- We look closely at how writers use words and learn to collect good ideas to help with our own writing: finding good vocabulary in a story, highlighting wow words or interesting sentences, talking about how writing makes us feel or picture things and then gathering ideas for our own writing. These are displayed on classroom's working wall to act as a learning aide for pupils.

Writing and Editing

- We use what we've learned to write our own stories, poems, and information texts. By planning what to write. Then we check and improve our writing; editing spelling, punctuation, and grammar and improving word choices or sentence openers

How is the English assessed at St Anne's?

Assessment in English covers Reading**,** Writing**,** Spelling**,** and Speaking & Listening. We use a combination of formative and summative tools to ensure all learners are supported, challenged, and tracked accurately — including those with additional needs.

Reading

STAR Reader *(Summative)*

- Used termly (or half-termly) for Key Stage 2 and some Year 2 pupils.
- Provides a standardised reading age and ZPD (Zone of Proximal Development).
- Measures comprehension ability and reading progress over time.
- Informs reading interventions and supports Accelerated Reader.

Accelerated Reader (AR) *(Ongoing Monitoring)*

- Used alongside STAR Reader to promote independent reading and track engagement and comprehension.
- Pupils choose books within their ZPD range and complete quizzes after reading.
- AR quizzes provide data on:
  - Comprehension success rates
  - Book difficulty level
  - Engagement with reading
- Teachers and pupils use this data to set reading goals and select appropriate texts.
- AR data is monitored by the class teacher and English Lead.

2. Guided Reading *(Formative)*

- Guided Reading is delivered three times a week (Tuesday, Wednesday and Thursday). A specific skill is focussed on during a pre-read, reading with an adult and a follow-up task.
- Teachers assess pupils during group reading sessions using questioning, discussion, and annotation.
- Focus on fluency, inference, vocabulary, and retrieval.
- Progress recorded in guided reading records or assessment grids.

3. Classroom-Based Formative Assessment

- Ongoing teacher observations during independent reading, shared reading, and book discussions.
- Use of questioning to check understanding and encourage deeper thinking.
- Evidence from reading responses and comprehension tasks.

Writing

1. PIVATS *(For pupils working below expected level)*

- Small-step assessment framework.
- Tracks detailed progress in sentence construction, punctuation, composition, etc.
- Used termly to inform planning and review SEND provision.
- Reviewed by class teacher and SENCO.

2. Independent Writing Tasks

- Pupils complete writing across a variety of genres.
- Assessed using teacher judgement against National Curriculum expectations.

- Evidence gathered across the term and moderated within school.
- Supports end-of-year and statutory assessment.

Formative Assessment in Class

- Verbal and written feedback supports improvement and redrafting.
- Teachers assess use of taught skills during independent and shared writing.
- Use of writing toolkits, success criteria, and self/peer assessment routines.

IDL (International Dyslexia Learning) for Pupils with Literacy Difficulties

- Targeted intervention used for pupils with significant reading or spelling difficulties.
- Personalised, multisensory programme with baseline and ongoing assessments.
- Provides:
    - **Reading and spelling ages**
    - Progress tracking through structured modules
    - Weekly/monthly progress updates

IDL Assessment & Monitoring

- Initial baseline assessment before starting programme.
- Reviewed **termly** to monitor impact.
- Progress tracked by **SENCO and class teacher**.
- Data informs Pupil Progress Meetings and SEND reviews.

IDL Spelling

- Used for targeted children as part of IDL.
- Tracks development in spelling patterns and phonological awareness.

Spelling Punctuation and Grammar (SPAG)

All year groups follow the Red Rose Spelling Scheme and have daily discreet 20-minute spelling lessons following the Red Rose Spelling programme and use the I Model for Grammar warm ups.

Over a week of five lessons there will be three spelling warm up sessions where spelling is taught and two grammar sessions focussing on a specific skill and taught to fit in with a relevant genre of writing (in the next phase) using the 'I Model' strategy.

- **Immerse** – this is where we introduce the children to the aspect of grammar being developed. Orally.
- **Imitate –** the children will have an opportunity to copy and change examples given to them. Orally.
- **Innovate** – the children will be able to change or extend examples of grammar given to them
- **Invent** – the children will be able to generate their own example using the feature of grammar
- **Improve –**the children will develop and improve their innovation

This will be assessed half termly using the Rising Stars SPAG test. This is to assess children's current level in this area. The data will be used to highlight the child's next step and to form a whole school view of SPAG. Each year has the Rising Stars SPAG resource which includes the tests and guidance.

IMPLEMENTATION OF WRITING

- Key learning to be clear on unit plans and opportunities for shared, scaffolded and independent writing to be planned for
- Each class focus on a spelling rule- learn and practise in class and ensure the meaning of them is clear. The spellings and the spelling rules are to be taken from the appropriate year's word list in the national curriculum. This system incorporates the new spelling lists for the National Curriculum 2014.

- Emergent writing to be recorded using the EYFS objectives
- Within each unit of work shared, scaffolded and independent writing is to be planned for and recorded
- Weekly independent extended writing will be used to increase writing stamina, opportunity to practise skills previously learned, assess children at the end of each term and to increase imagination and flair.
- All English work / writing to be recorded in yellow exercise books.
- Giving feedback to writing will be clear focussing on the learning objective/skill and clear steps to success will be given to the children before they write. This is to be shown in exercise books.
- Each English unit (usually three weeks) taught will have four clear writing outcomes: end of unit write (morning lessons), three afternoon independent writes – linked to previous English unit, cross-curricular and an enjoyment/free write piece.
- Half termly a writing assessment is completed in purple writing books to show progression and for assessment purposes. This is moderated with teachers half termly.

PHONICS

What is the aim of the Phonics curriculum at St Anne's?

At St Anne's Church of England Primary School, in line with The Rose Report (2006), we are determined that every child will learn to read by the age of six. We believe that literacy and communication are key life skills. Learning to read and exploring literacy gives children the opportunity to develop their vocabulary, enter imaginary worlds and answer their many questions. We encourage children to persevere, co-operate and take responsibility for their learning. As a school we aim:

- **to develop in children a love of reading.** Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read and write.
- **to provide daily systematic phonics teaching that enables children to read rapidly.** In order to read and understand texts children must learn to recognise/decode, the words on the page. Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure, enabling teachers to move onto children developing comprehension skills.
- **to give children opportunities to apply what they have learned across the Curriculum.**

Purpose

- To provide a structured and systematic approach to the learning and teaching of phonics.
- To ensure children make good progress in their acquisition of phonic knowledge.
- To ensure children's phonic knowledge supports their acquisition of reading and writing skills.

Expectation

It is expected that children will have reached the following levels;

- **Reception** - At least 80% of children will be secure at Phase 4
- **Year 1**: - At least 80% of children secure at Phase 5 / At least 80% of children to pass the Phonics Screening Check
- **Year2**: - to start Phase 6/ Spelling programme.

What does English at St Anne's look like?

Organisation

The best phonics teaching is characterised by planned structure, fast pace, praise and reinforcement, perceptive responses, active participation by all children and evidence of progress. Children are taught in whole class phonics lessons and intervention is used for children who need additional learning. Lessons will be 20-25 minutes long and taught daily. Lessons will be multi-sensory to cater for different learning styles. All teachers and TAs are trained to teach phonics. Class teachers will have ultimate responsibility for planning and assessment of the children in their class and tracking the progress of their children.

Planning

Weekly phonics plans should follow the RTPA (Revisit, Teach, Practise Apply) format. Teachers should share planning with TA's in their class.

Our phonics teaching is:

- Time-limited, such that the vast majority of children should be confident readers by the end of Key Stage 1. Children learn phonic skills best in the first few years of school.
- It follows a planned programme, building on previous learning to secure progress. Red Rose Phonics letters and sounds it to be used.
- It is taught daily.

- It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.
- It ensures children progress in developing and applying their phonic knowledge by assessing this.

How is the English assessed at St Anne's?

Expectations within St Anne's Church of England Primary School

Nursery: Phase 1 and Phase 2 (if ready in the Summer Term)

Children work on attention and listening tasks as outlined within phase 1. Children also begin to learn letter formation using Red Rose Letters and Sounds flash card and mnemonics.

Reception: - Phase 2- Phase 4

Autumn 1 Phase 2 GPCs	Tricky Words and High Frequency Words	Overview
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	High Frequency Words as is us his has linked to s pronounced /z/ the	Teach 12 GPCs Teach 1 Tricky Word
Autumn 2 Phase 2 GPCs	**Tricky Words**	**Overview**
ck e u r h b f ff l ll ss Consolidate Phase 2	I to go no into	Teach 11 GPCs Teach 5 Tricky Words
Spring 1 Phase 3 GPCs	**Tricky Words**	**Overview**
j v w x y z/zz qu ch sh th/th ng Consolidate as required	he she we be me was my you they	Teach 13 GPCs Teach 9 Tricky Words
Spring 2 Phase 3 GPCs	**Tricky Words**	**Overview**
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
Summer 1 Phase 3 GPCs **Phase 4**	**Tricky Words**	**Overview**
Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV	come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	Teach 7 GPCs Teach 9 Tricky Words Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required
Summer 2 Phase 4	**Tricky Words**	**Overview**
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Consolidate said so have like some come were there little do one when out what Teach it's	Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required

KS1: - Phase 3-5

Summer 1 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/ear/ ear (clear) eer (cheer) ere (here) /air/ **air** (chair) ear (bear) are (care) ere (where) /I/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach tricky words and high frequency words from above as needed.
Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes	**Tricky Words and High Frequency Words**	**Overview**
Y1 Phonics Screening Check /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ **g** (magic) ge (large) dge (fridge) /s/ **c** (place)/s/ se (house) ce (pence) sc (scent) st (listen) /sh/ **ch** (chef)) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

Autumn 1 Revisit Phase 4 **Phase 5 Further Graphemes for Reading and Writing**	**Tricky Words and High Frequency Words**	**Overview**
Revisit Phase 4 **CVCC & CCV** **CCVC & CCVCC** **CCCVC & CCCVCC** **Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.** **Phase 5 Further Graphemes for Reading and Writing** **ay** (day) **ou** (about) **ie** (tie) **ea** (eat) **oy** (enjoy) **ir** (girl) **ue** (blue) **ue /y(oo)/** (cue) **aw** (claw) **wh** (which) **ph** (dolphin) **ew** (flew) **ew /y(oo)/** (stew)	Revisit **said so have like** **some come were there** **little do one when** **out what it's** **Mr Mrs people** **looked called asked** **oh their could**	Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words Teach 13 GPCs Teach 9 Tricky Words
Autumn 2 **Phase 5 Further Graphemes for Reading and Writing** **Phase 5 Alternative Pronunciations for Graphemes**	**Tricky Words and High Frequency Words**	**Overview**
Phase 5 Further Graphemes for Reading and Writing **oe** (toe) **au** (Paul) **a-e** (made) **e-e** (swede) **i-e** (time) **o-e** (stone) **u-e** (flute) **u-e /y(oo)/** (cube) **Phase 5 Alternative Pronunciations for Graphemes** **i** (find) **o** (both) o (other) **c** (cell) **g** (ginger) **u** (music) **ow** (snow) **ie** (chief) **ea** (bread) **er** (fern) **ch** (school) **ch** (chef) a (want) a (acorn) **e** (remind) y (try) y (baby) **ou** (group) ou (touch)	Tricky Words **water where who** High Frequency Words **again thought through** **work mouse many** **laughed because different** **any eyes friends** **once please**	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
Spring 1 Phase 5 Alternative Spellings for Phonemes	**High Frequency Words**	**Overview**
/ee/ **ee** (street) **ea** (cream) **ie** (field) **e-e** (swede) **y** (baby) **e** (remind) ey (key) /oo/ **oo** (spoon) **ew** (flew) **u-e** (flute) **/y(oo)/** (cute) **ue** (blue) **/y(oo)/** (rescue) ui (fruit) /ai/ **ai** (train) **ay** (day) **a-e** (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ **igh** (flight) **ie** (tie) **i-e** (time) y (try) **i** (find)	**I'm I'll let's small great before** **jumped stopped pulled** **gone we're** Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
Spring 2 Phase 5 Alternative Spellings for Phonemes	**Tricky Words and High Frequency Words**	**Overview**
/oa/ **oa** (float) **ow** (snow) **oe** (toe) **o-e** (stone) **o** (both) ol (cold) oul (shoulder) /ow/ **ow** (cow) **ou** (about) ough (plough) /oi/ **oi** (coin) **oy** (boy) /ar/ **ar** (farm) **a** (father) al (half) /u/ **u** (cup) **oo** (good) oul (could) /or/ **or** (fork) **aw** (claw) **au** (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ **ur** (fur) **ir** (girl) **er** (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

HANDWRITING

(subject to change before 31.12.2026)

At St Anne's we want to provide structured, supportive, and accessible writing activities that enable all children**,** including those with SEND, to develop confidence, independence, and key writing skills across a range of genres and purposes.

The handwriting of each child will follow a systematic developmental procedure. We will be using two programmes; the Scholastic Handwriting Scheme from Foundation Stage to Year Six, and Write from the Start for children who may struggle with:

- Letter formation
- Writing stamina
- Spacing and size consistency

The Scholastic handwriting scheme

The Scholastic script is taught for the following reasons:

•It helps the child to focus on left to right movement

•It helps to eliminate reversed letters

•It eliminates the need to relearn different handwriting styles

•It allows earlier development of personal style and fluency

Write from the Start **Books (by Lois Addy and Gill Dixon)**

This unique programme is taught for the following reasons**:**

- To develop the fine motor control, visual perception, and hand-eye coordination skills that underpin fluent, legible, and comfortable handwriting
- Improve core physical skills required for handwriting (e.g. pencil control, spatial awareness)
- Provide a sequential, developmental programme starting from basic pre-writing shapes
- Build pupils' confidence and self-esteem by allowing small, achievable steps
- Reduce handwriting as a barrier to written expression
- Lay foundations for writing by addressing underlying difficulties, not just letter shapes
- Pupils find writing physically tiring or frustrating

What is taught in each Year Group

Foundation Stage

Children begin to learn the Scholastic script on entry to school. They undertake many pencil control exercises in which they learn to make the necessary movements before commencing handwriting practice. They also use other media and carry on building on activities for correct hand arm movements leading to handwriting. They then learn how to form each letter individually. They **do not** join the letters together whilst in the Foundation Stage. They focus on the correct cursive letter formation. They will add flicks to their letters to make a cursive style.

Year 1

When the children move into Year One, the teacher will focus upon correct ascenders, descenders and spaces between words and letters. They will continue adding flicks to their letters to make a cursive style.

Year 2

In Year 2 they will use the correct ascenders and descenders with the flicks to their letters. The majority of children will **begin to use a joined handwriting script**.

Key Stage Two

At the beginning of Key Stage Two (Year Three), the children will build on their knowledge of the correctly formed letters and use a joined handwriting script.

We adhere to the National curriculum 2014 framework as well as using the Scholastic scheme to support us.

The following rules need to be employed when teaching the Scholastic Handwriting scheme:

•Some writing practice and early writing should be done on the Scholastic Handwriting sheets; additional practice in red handwriting books and/ or the Write from the Start programme.

•Rounded letters should be formed in an anti-clockwise direction

•Each letter should 'sit' on the line

•Letters should be evenly spaced and all down strokes should be straight

When handwriting is taught

Handwriting is taught and delivered through guided reading sessions meaning each child has a weekly input where the teacher will model handwriting expectations/ joins. During the autumn term, this will be whole-class. Other opportunities could be during morning work, spelling practice and homework. Teachers will decide if their class, groups or individual pupils need additional handwriting teaching or support. The focus of these lessons will be correct letter formation (Reception and Year 1 and *begin cursive writing from Year 2*). Teachers will monitor children's progress and development through each piece of writing or handwriting practice the child completes.

Posture

Children should be encouraged to adopt the correct posture when writing. They should have their feet and all the feet of their chair placed on the floor. They should not be hunched over their desk while working. They should be allowed to turn the paper to the side slightly if this feels comfortable to them. Care should also be taken to ensure they have enough room to manoeuvre their writing arm. Particular attention needs to be given to the seating of left handed children.

Pencil Grip

The children also have to have the correct pencil grip. This is when the pencil is clasped between the thumb and the forefinger with the pencil laying along the line of their hand. This grip will be taught from the Foundation Stage. Specific resources **MUST** be used to support the development of this:

Nursery	NEXUS Giant Peg Board Set
Reception	NEXUS Peg Board Set
Year 1 & 2	NEXUS Link and Lace Boards
N, Rec, Y1 & 2	NEXUS Triangular Non-Slip Pencil
KS2	NEXUS HB Triangular Handwriter
	(when pen licence is issued)

Pen Licence Awards

Pen licences are awarded at the teacher's discretion. Once a child's handwriting has reached an expected level, the child will be awarded their 'Pen Licence'.

The expectation includes joining. Pen Licences reset each year to ensure high expectations are implemented.

Special Educational Needs

Children with special needs are identified through regular teacher assessment. To ensure inclusion for all our children, at KS1 children who are very able will be introduced to joined up handwriting as soon as they are ready. Our SEND children are given plenty of practice at forming their letters correctly following Scholastic and through a variety of mediums, e.g. sand, paint etc. these children will be introduced to the joined style when they are ready and may also be given additional support, including the use of the Write from the Start programme.

The British Dyslexia Association recommend continuous cursive handwriting (http://www.bdadyslexia.org.uk/parent/help-with-handwriting).

MATHEMATICS

At St Anne's Church of England Primary School, we aim to provide all pupils with a deep and lasting understanding of mathematics through a mastery curriculum. Our mathematics curriculum is designed to be inclusive, ambitious, and carefully sequenced to ensure every child develops mathematical fluency, reasoning, and problem-solving skills.

The Mathematics National Curriculum (2014) describes what must be taught in each key stage. In early years the curriculum is guided by the Early Learning Goals framework. This ensures continuity and progression in the teaching of mathematics.

What is the aim of the mathematics curriculum at St Anne's?

1. **Develop a deep and secure understanding of mathematical concepts**
   Pupils build firm foundations by exploring mathematical ideas in depth and in small steps, ensuring knowledge is securely embedded before moving on.
2. **Become fluent in the fundamentals of mathematics**
   Through carefully structured practice and application, pupils develop rapid and accurate recall of number facts, efficient written and mental methods, and confidence in using mathematical procedures.
3. **Reason mathematically with confidence and precision**
   Children are taught to explain their thinking, use mathematical language effectively, and justify their methods and conclusions through discussion, representation, and structured reasoning.
4. **Solve problems in a variety of contexts**
   Pupils apply their understanding to rich, challenging problems across a range of mathematical topics, making connections between areas of learning and choosing appropriate strategies to find solutions.
5. **Access an inclusive and supportive learning environment**
   Through the mastery approach, all children—regardless of prior attainment—have the opportunity to move through the curriculum at broadly the same pace, with scaffolding and challenge provided to meet individual needs.
6. **Use mathematical representations to support understanding**
   Concrete, pictorial, and abstract (CPA) approaches are embedded in teaching, helping children to visualise and internalise key concepts.
7. **Develop a positive attitude towards mathematics**
   Pupils are encouraged to see themselves as mathematicians, embracing challenge, showing resilience, and understanding that mistakes are part of the learning process.
8. **Achieve mastery and readiness for the next stage of learning**
   By the end of each year, children are expected to have mastered the content taught, ensuring they are ready for the next stage in their mathematical journey.

What does Mathematics at St Anne's look like?

Curriculum

At St Anne's we deliver Red Rose, which is a mastery approach to delivering mathematics, devised by Lancashire County Council's mathematics team.

Intention of Red Rose

- Lesson design identifies the new mathematics that is to be taught, the key points, the difficult points and a carefully sequenced journey through the learning.
- Teachers and Assistant Teachers look to assess at every opportunity, questioning and unpicking children's understanding broadening and deepening their understanding.
- The lesson includes modelling (including misconceptions), back and forth interaction between Teachers and children, questioning to unpick understanding, short tasks, explanations, demonstrations and discussions.
- The class work together on the same key point, in mixed ability pairings, whilst at the same time being provided with challenge and support to gain depth of understanding and proficiency.
- Acceleration to higher content is avoided.
- If pupils fail to grasp a concept or procedure, this is identified quickly and early intervention ensures the pupil is ready to move forward with the whole class in the next lesson.

Teaching sequence

Lessons will generally include:

- Starter
- Initial problem (linked to the lesson content).
- Feedback from the initial problem.
- Input/teaching session (linked to Learning Outcome).
- Guided activities (Teachers and Teaching Assistants use AfL strategies to assess children's progress).
- Independent activities (must be independent – Teachers and Teaching Assistants assess further).
- Deeper learning task (this may be completed by all, some, or none of the children).

Mathematics Passports

At St Anne's, all pupils participate in the Mathematics Passports programme, which supports the development of mathematical fluency and complements our mastery curriculum.

Each passport contains carefully selected targets that are directly linked to the National Curriculum objectives for the relevant year group. The programme enables children to practise and secure essential mathematical knowledge outside of daily mathematics lessons, reinforcing key concepts and promoting long-term retention.

Children are encouraged to work towards their targets throughout the week during class-based opportunities and independent practice. In addition, a dedicated Mathematics Passport session takes place every Friday morning. During this time, pupils practise their targets and are assessed by members of the teaching staff, enabling progress to be closely monitored and celebrated.

The Mathematics Passports programme reflects the school's mastery approach by providing regular retrieval practice, overlearning and opportunities to revisit previously taught concepts. This ensures that key mathematical knowledge becomes embedded and automatic, allowing pupils to apply their understanding more confidently across the wider mathematics curriculum.

Methods of calculation

Children should be taught and encouraged to ask themselves the following questions when faced with a calculation:

- Do I already know the answer?
- Can I work it out in my head?
- Would a jotting help me?
- Do I need to use a written method to solve it?

Concrete – Pictorial – Abstract (CPA) Approach

At St Anne's Primary School, we use the Concrete – Pictorial – Abstract (CPA) approach in line with the Red Rose Maths Mastery Framework. This carefully structured progression supports children in developing a secure and deep understanding of mathematical concepts.

Concrete – 'Doing'

When a new concept is introduced, it is first modelled using concrete resources. These are real-life objects or manipulatives (e.g. counting bears, numicon, bead strings, place value counters) that allow children to physically explore mathematical ideas. Initially, the manipulatives used closely reflect the mathematical structure being taught, supporting the development of conceptual understanding.
This hands-on experience is essential in helping pupils make sense of mathematical relationships before moving on to more abstract forms.

Pictorial – 'Seeing'

Once children are secure with the concept at a concrete level, they begin to work with pictorial representations. These might include images, bar models, number lines, ten frames, and part-whole models. These visuals help children to visualise and make connections between different representations of the same mathematical idea.
Pictorial representations act as a bridge between concrete experience and abstract thinking, and are used consistently across year groups to ensure continuity and progression.

Abstract – 'Thinking'

When pupils are confident with both the concrete and pictorial representations, they move to the abstract stage. Here, they use numbers and mathematical symbols to represent their thinking. This includes using numerals, equations, and formal written methods.

The abstract stage builds on the secure understanding developed in the earlier phases, enabling children to work efficiently and confidently with mathematical concepts.

Throughout Red Rose, movement between the stages is fluid and responsive to pupil needs. Teachers may revisit concrete or pictorial representations at any time to consolidate understanding or address misconceptions. The emphasis is on depth of understanding, not speed of progression.

What does a St Anne's Mathematician look like?

Assessment and Impact of Mathematics at St Anne's

- The mathematics curriculum is designed to ensure **'Awesome!' outcomes for all pupils**, evidenced through **termly data analysis** led by the mathematics Subject Leader.
- We expect the **majority of pupils to be on track to meet Age-Related Expectations (ARE)** by the end of each year and to **achieve well in statutory assessments**.

Principles of the Mathematics Curriculum

At St Anne's, our teaching of mathematics reflects the following mastery principles:

- A **'can do' attitude** in mathematics lessons.
- **High expectations** are held for all pupils, regardless of their starting point.
- Lessons are **accessible to all**, with a focus on **depth over speed**.
- Success is measured by **understanding**, not just correct answers.
- Children are encouraged to **think mentally and use jottings**, rather than rely on formal written methods too early.
- Differences in ability are not seen as fixed or limiting.
- We believe: **"Teachers work hard to prepare the lesson; children work hard during the lesson."**

Summative Assessment and Monitoring

- At the end of each term, children complete **formal assessments**, and teacher judgement is recorded using the **Lancashire Tracker**.

- The mathematics Subject Leader completes a **data analysis** each term to identify trends, strengths, and areas for development.
- **Year 4 Multiplication Check** and **End of Key Stage 2 results** are compared to national data and similar schools through **OLSIP** to evaluate impact and inform improvement planning.

RELIGIOUS EDUCATION

Religious Education at St Anne's is of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character.

St Anne's is a Voluntary Aided School so the leadership and management of Religious Education is a distinctive role of the governors, head teacher and senior leadership team. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school.

At St Anne's we use the Manchester Diocese syllabus 2023 to teach RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019.

Although Religious Education and Collective Worship naturally compliment and enrich one another, they are led and managed separately. Religious Education in our school lies at the very heart of the curriculum**.**

Aims

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The aims and purposes of religious education in this syllabus reflect those set out in the 2019 Statement of Entitlement. They are to enable pupils:

• to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.

• to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.

• to engage with challenging questions of meaning and purpose raised by human existence and experience. • to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.

• to explore their own religious, spiritual and philosophical ways living, believing and thinking.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

• Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

• Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.

• Engage in meaningful and informed dialogue with those of other faiths and none.

• Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

(RE Statement of Entitlement: The Church of England Education Office 2019)

The threefold aims of RE elaborates the principal aim. The curriculum for RE intends to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

• identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary

• explain how and why these beliefs are understood in different ways, by individuals and within communities

• recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

• examine and explain how and why people express their beliefs in diverse ways

• recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world

• appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

• evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

• challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response

• discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

RE is for all pupils at St Anne's:

• Every pupil has an entitlement to religious education

• RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England

• RE is inclusive

RE is determined locally, not nationally. Because St Anne's is a Voluntary Aided Church of England school, governors are ultimately responsible for the subject and they must ensure that their Religious Education syllabus and provision is in accordance with 'the rites, practices and beliefs of the Church of England' and we strongly recommend that they are based on this Diocesan syllabus.

RE is plural:

• The RE curriculum from Manchester Diocese 2023, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'

• According to case law, an agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'.

Note that the term 'religion' encompasses both religious and non-religious beliefs.

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.

Right of withdrawal

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and St Anne's has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance.

St Anne's aims to talk to parents to ensure that they understand the aims and value of RE before honouring this right. If such a request for withdrawal is made, the Head teacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

More guidance on withdrawal can be found in Religious education in English schools: non-statutory guidance 2010, available online at www.gov.uk/government/publications/religiouseducation-guidance-in-english-schools-non-statutory-guidance-2010

Religious Education at St Anne's will enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

How do we teach RE at St Anne's?

'Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.' Stated in the Manchester Diocesan syllabus.

- EYFS- 36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
- Key Stage 1- 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
- Key Stage 2- 45 hours of tuition per year (e.g. 75 minutes a week, or a series of RE days or weeks amounting to 45+ hours of RE)
- Follow The Manchester Diocese 2023 RE scheme
- Teachers teach RE
- Teaching sequence-follow unit plan from scheme. Each lesson-SASA warm up, main teaching, big question as a plenary.
- Use the SASA bag for a Christian value warm up to increase children's spirituality and reflection
- Children record individually in own exercise books
- Children record collectively in class big book
- Key questions must be asked, answered and evidenced
- Assessment to be done at the end of a unit (half termly) and handed to subject leader using the given proforma.
- Follow the current collective worship timetable

Notes:

• RE is different from collective worship. Curriculum time for RE is distinct from the time spent on collective worship, even though making links between the collective worship and the purposes and themes of RE is good practice.

• Flexible delivery of RE. An RE themed day, or week of study can complement (but not usually replace) the regular programme of timetabled lessons.

• RE should be taught in clearly identifiable time. There is a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of religious education. Where creative curriculum planning is used, schools must ensure that RE objectives are clear.

In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning.

Pupils will study in depth the religious traditions of the following:

- Reception- Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Consideration of other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.
- Key Stage 1- Christians, Jews and Muslims.
- Key Stage 2- Christians, Muslims, Hindus and Jews.

St Anne's also gives pupils a wide range of other faiths and views. For example:

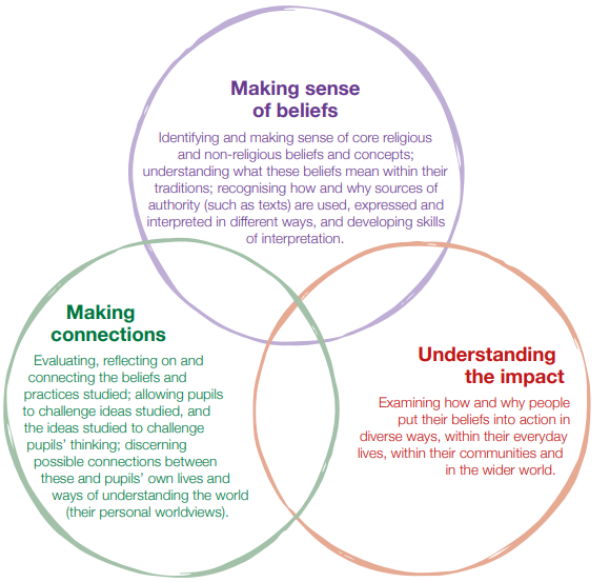
• The range of religious groups in the UK. Groups such as Quakers, the Bahá'í faith, Jehovah's Witnesses, The Church of Jesus Christ of Latter-day Saints, or the Jains are not excluded from study in this scheme for RE.

• Encouraging the use the appropriate language. 'Christians' rather than 'Christianity', 'Hindus' rather than 'Hinduism'. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.

• Non-religious worldviews. Good practice in RE, as well as European and domestic legislation, has established the principle that RE should be inclusive of both religious and non-religious worldviews.

The three areas that are taught in each unit are: making sense of beliefs, understanding the impact and making connections.

Manchester Diocese RE Syllabus 2023



Making sense of beliefs includes:

- **identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary**
- **• explain how and why these beliefs are understood in different ways, by individuals and within communities**

- • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understanding the impact includes:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Making connections includes:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- • challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- • discern possible connections between the ideas studied and their own worldviews – their ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Units that are taught in each year group to ensure progression of knowledge are:

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
FS2	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Note: this model allows systematic religion units to lead into the thematic units, where pupils can make some comparisons between beliefs, at the end of each year. This model keeps the study of Christmas and Easter close to the appropriate time of year.

RE in nursery

Opportunities are provided for pupils to engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.

Examples in religious education in nursery can include:

• creative play, make-believe, role play, dance and drama

• dressing up and acting out scenes from stories, celebrations or festivals

• making and eating festival food

• talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination

• exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books

• seeing pictures, books and videos of places of worship and meeting believers in class • listening to religious music

• starting to introduce religious vocabulary

• work on nature, growing and life cycles or harvest

• seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet

• starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

The religions that are covered within each year are:

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Religion/belief	**Christianity plus others**	**Christians, Jews and Muslims**	**Christians, Muslims, Hindus and Jews**	
Christianity: *God* *Creation* *Fall* *People of God* *Incarnation* *Gospel* *Salvation* *Kingdom of God*	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]
Buddhism: *Buddha* *Dhamma* *Sangha*				
Hinduism: *Samsara and moksha* *Brahman (God) and atman* *Karma and dharma*			L2.7 What do Hindus believe God is like? [Brahman/*atman*] L2.8 What does it mean to be Hindu in Britain today? [*Dharma*]	U2.7 Why do Hindus want to be good? [*Karma/dharma/samsara/moksha*]
Islam: *God/Tawhid* *Iman (faith)* *Ibadah (worship)* *Akhirah (life after death)*		1.6 Who is a Muslim and how do they live? [God/*Tawhid/ibadah/iman*]	L2.9 How do festivals and worship show what matters to a Muslim? [*Ibadah*]	U2.8 What does it mean to be a Muslim in Britain today? [*Tawhid/iman/ibadah*]
Religion/belief	**FS (Discovering)**	**KS1 (Exploring)**	**Lower KS2 (Connecting)**	**Upper KS2 (Connecting)**
Judaism: *God* *Torah* *The People and the Land*		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]
Sikhism: *God* *Values (Nam Simran, kirat karna, vand chhakna, seva)* *The Gurus* *Panth (community)*				
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?
Thematic	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?

How is spirituality taught at St Anne's?

SASA (Spirituality At St Anne's)

- Each half term each class will be given their SASA bag full of resources, ideas and that half term's core Christian value which is focussed upon
- The SASA bag will be given out in the worship lead by the ethos group at the beginning of the half term.
- It is to be returned/ collected in the final week of the half term with a sample of children's books and the class big book for that half term for monitoring purposes.
- Subject leader and the ethos group will monitor and then provide feedback. Books, big books, refection areas and talking to children will be used for monitoring. (The aim is for the ethos group to be key leaders in RE and subject leader to assess standards and attainment in RE)
- In each bag there could be: Christian value label, the focus value for the half term, an item to focus with prayer, a recipe, a treat for the whole class, worship evaluation forms and an item for the class reflection area. Additional items and seasonal items may be given where appropriate.

Reflection Areas

In each class there is a space for reflection. There must be a cross, bible and candle in that area to represent The Holy Trinity.

Each week an item, task, thought to be added to enhance the Christian value and for pupils to think about or respond to. The model of concrete to abstract is to be used.

Developing knowledge, skills and attitudes in RE

Progress in RE involves the application of general educational skills and processes in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge. The following skills are important in RE, and are reflected in many agreed syllabus programmes and approaches. You should plan to enable pupils to make progress with these skills, as appropriate in each key stage.

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience.

The following attitudes are to be fostered through the agreed syllabus:

a) Curiosity and wonder – in RE this includes:

• developing imagination and curiosity

• recognising that knowledge is bounded by mystery

• appreciating the sense of wonder at the world in which they live

• developing their interest in and capacity to respond to questions of meaning and purpose

• exploring the nature of religious practices and teachings

• being willing to look carefully at 'the other' and be open to learning from it

• following mysterious and profound lines of thinking through, to see where they lead.

b) Commitment – in RE this includes:

• understanding the importance of commitment to a set of values by which to live one's life

• willingness to develop a positive approach to life

• the ability to learn, while living with certainty and uncertainty.

c) Fairness – in RE this includes:

• listening to the views of others without prejudging one's response

• careful consideration of other views

• willingness to consider evidence, experience and argument

• readiness to look beyond surface impressions

• developing the courage to pursue fairness.

d) Respect – in RE this includes:

• being sensitive to the feelings and ideas of others

• developing skills of listening and a willingness to learn from others, even when others' views are different from their own

• being ready to value difference and diversity for the common good

• appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society

• being prepared to recognise and acknowledge their own bias

• recognising the rights of others to hold their own views

• avoidance of ridicule

• discerning between what is worthy of respect and what is not

• appreciation that religious convictions are often deeply felt.

e) Self-understanding – in RE this includes:

• feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule

• developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self worth

• recognising their own uniqueness as human beings and affirming their self-worth

• becoming increasingly sensitive to the impact of their ideas and behaviour on other people

• developing the capacity to discern the personal relevance of religious questions

• deepening awareness of the role of belief and tradition in identity and culture.

What does a theologian look like at St Anne's?

The outcomes St Anne's hopes for when a child leaves each key stage is:

EYFS

In line with the DfE's new 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language.
RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development. *RE enables children to:*

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development. *RE enables children to:*

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy. *RE enables children to:*

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. *RE enables children to:*

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.
RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.
RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role- play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

Key stage one and two

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.
Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcome

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 1: **Making sense of beliefs** Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers	• identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: **Understanding the impact** Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice	• make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice	• make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 3: **Making connections** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and worldviews – their ways of understanding the world.	• think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make	• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make	• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

RE for pupils with SEND

The vision of this agreed syllabus is of RE for all. Every pupil can achieve and benefit from their RE, including all pupils with Special Educational Needs and Disabilities (SEND). RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts, and all teachers are teachers of pupils with SEND. Good-quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. RE provision for different groups of pupils will vary but all pupils should be included in RE.

For pupils with Complex Learning Difficulties and Disabilities (CLDD)

• Good RE begins from the unique individuality of the pupils, and provides rich experiences of religion and spirituality.

• Calm and peaceful space in RE can enable learners to enjoy their RE time individually.

• RE can enable pupils with the most complex of needs to develop awareness of themselves, their feelings, their emotions and their senses.

For pupils with Severe Learning Difficulties (SLD)

• Multi-sensory approaches bring the possibility of introducing spiritual experiences.

• RE makes a contribution to pupils' social development through story, music, shared experience and ritual.

• RE can enable pupils to develop their relationships with other people and their understanding of other people's needs.

For pupils with Moderate Learning Difficulties (MLD)

• RE can provide insight into the world of religion and human experience, especially when tough questions are opened up.

• RE can provide opportunities for pupils to participate in spiritual or reflective activity.

• RE can enable pupils to make links with their own lives.

For pupils with Emotional and Behavioural Difficulties (EBD)

• RE can enable pupils to address deep issues of concern in helpful ways through exploring spiritual material and seeing how others have tackled difficult experiences.

• RE lessons can explore, in the safe space schools should provide, complex emotions or thoughts, and challenging questions.

• RE can assist in the development of pupils' maturity and self-awareness.

Assessment in RE

The unit and end of phase learning outcomes support teachers' planning for all pupils. Teachers in RE should plan their approach to the whole key stage with the learning intentions of the end of the phase/key stage in clear view. Using the learning outcomes for each key question is also essential when planning learning activities for pupils.

Classroom activities should enable pupils to build up knowledge and understanding, in a variety of ways, allowing pupils plenty of opportunities to achieve the outcomes. Through the unit, teachers should be aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching.

For example,

• The learning outcomes may be broken down further into smaller 'I can' statements by teachers when planning lessons and learning activities for pupils

• Setting high expectations early in the key stage, in terms of the matters, skills and processes of RE is most likely to enable pupils to reach the highest possible standards for all groups of pupils

End of phase outcome: KS1:	**Unit outcomes** Unit 1.1 God	**Examples of pupil-friendly 'I can'/'You can'/'Can you ...?' statements**
Making sense of beliefs • Identify core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers	• Identify what a parable is • Tell the story of the Lost Son from the Bible simply and *recognise a link with the Christian idea of God as a forgiving Father* • *Give clear, simple accounts of what the story means to Christians*	**'I can'/'You can'/'Can you ...?'** ...explain how the parable of the Lost Son teaches Christians about God's love and forgiveness *(e.g. Christians say God is like the father in the story. The father forgives his son, even after the son runs off to do his own thing. The father runs to his son – he wants him back. God wants people to turn back to him too: he is ready to forgive. Christians say God is loving not angry.)*
Understanding the impact • Give examples of how people use stories, texts and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into practice	• *Give at least two examples of a way in which Christians show their belief in God as loving and forgiving* (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	**'I can'/'You can'/'Can you ...?'** ... say why Christians pray and say sorry to God for forgiveness *(e.g. Christians know they go their own way and think, say and do bad things – they sin even though they want to be good. They believe God is very willing to forgive if they are sorry.)* ... explain why Christians try to forgive others *(e.g. Jesus teaches that Christians should love like God does, including forgiving those who do wrong. This is like the father in the parable.)*
Making connections • Think, talk and ask questions about whether the ideas they have been studying, have something to say to them • Give a good reason for the views they have and the connections they make.	• *Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas* • *Give a reason for the ideas they have and the connections they make.*	**'I can'/'You can'/'Can you ...?'** ... talk and ask questions to explore the meaning of the story for me *(e.g. Who am I most like in this story? Do I think it is good to say sorry? I don't believe in God/I'm not sure about God, but is there something for me in this story?)* ... give a reason for my ideas *(e.g. I like the father because he lets his son make his own mistakes/because he is generous and forgiving. I don't know who I am like in the story but I'd like to be kind. I don't believe in God/I'm not sure about God, but I think that it is good to say sorry and to forgive others who say sorry. I think the brother is jealous and that messes up his love for his family.)*

Further information on outcomes for pupils to use for assessment can be found in the RE scheme along with detailed subject knowledge of the concepts that are to be taught.

Spiritual moral, social, cultural (SMSC)

Spiritual development in RE

The 'spiritual' should not be confused with 'religious'. Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of the school.

RE can support this by promoting:

• self-awareness: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others

• curiosity: encouraging pupils' capacity for critical questioning, such as by keeping big questions in a 'question box' or as part of a wall display, and allowing time and space where these questions can be addressed to show that they are important

• collaboration: utilising lesson techniques which engender group collaboration and communication such as Community of Enquiry/P4C, circle time, debates, Socratic Circles or group investigations

• reflection: providing a space to reflect on pupils' own values and views, as well as those of others, and to consider the impact of these values

• resilience: promoting a spirit of open enquiry into emotive or complicated questions, in order to learn how to cope with difficult ideas when they arise in the future

• response: exploring ways in which pupils can express their responses to demanding or controversial issues

• values: promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils through exploring inspiring examples of these qualities in others

• appreciation: encouraging pupils' ability to respond with wonder and excitement by exploring some of the marvels and mysteries of the natural world, of human ingenuity, and examples of the capacity of humans to love, create, organise and overcome adversity

Moral development in RE

Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways:

1. Valuing others: in exploring the views of others, young people are well-prepared in RE to appreciate the uniqueness of all humans and their moral value, and to act in the world and towards others accordingly. In the classroom: offer activities which enable teamwork and trust and require empathy. Welcome speakers or visit places of worship to learn from people of different backgrounds; explore case studies centring on forgiveness, generosity and other beneficial social moral values; use puppets, toys or persona dolls with younger children to develop their sense of moral connection with others.

2. Moral character development: RE offers a safe space where pupils can learn from their mistakes, appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative, act responsibly and demonstrate resilience. RE should present pupils with the challenge of responding in real and concrete ways to some of moral questions they face. In the classroom: encourage your pupils to take part in whole-school endeavours to enlarge their characters. Involve them in establishing appropriate moral codes for classroom, school and the wider community. Suggest participation on the school council or the school play, in sport, music and debates, to contribute to charity events or take part in mentoring or 'buddy' schemes.
3. Moral diversity: activities in RE lessons should help pupils feel confident when taking part in debates about moral issues. Debates and discussions should prepare pupils for the fact that there will always be disagreement on matters of morality and their right of expression is balanced by a responsibility to listen to the views of others. In the classroom: choose age-appropriate topics which allow exploration of different moral outlooks such as religious texts about right and wrong, codes for living, treatment of animals and the environment, gender roles in religion, religious views of homosexuality, and so on.

Social development in RE

Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside.

In the RE classroom, such social situations may include exploring:

• shared values: opportunities to consider values which are or should be part of society, such as those associated with right and wrong, treatment of others or diversity

• idealised concepts: topics which require reflection on the abstract concepts our society is built on, such as justice, fairness, honesty and truth, and specific examples of how they affect our common life, such as in relation to how people treat each other in the classroom and school, issues of poverty and wealth, crime and punishment

• moral sources: a chance to reflect on where ideas about how we should behave come from, whether religious or non-religious texts, teachings or traditions, in order to more fully understand social and behavioural norms

• influences: opportunities to explore and reflect on the great influence on individuals of family, friends, the media and wider society, in order to understand how our behaviour is affected for good or ill

• social insight: a chance to acquire insight into significant social and political issues which affect individuals, groups and the nation, such as how churches and gurdwaras may contribute practically to needs in their local communities, or how some religious and nonreligious charities fight to change government policies where they are unjust

• role models: teachers should model the sort of behaviour we expect of our children and young people, and RE should explore role models, from the famous like Desmond Tutu, to the many local examples in the school and its community • experiential learning: pupils should have opportunities to embody for themselves expected behavioural and social norms, whether through class discussions, group work and ongoing behaviour expectations, or through special events such as school visits or drama workshops

Cultural development in RE

There are two meanings associated with 'cultural' development, and RE embodies both of them.

Firstly, the term refers to the pupils' own home culture and background, whether religious or not, and secondly the term describes our national culture.

Schooling should prepare all young people to participate in Britain's wider cultural life, whatever their own background.

Cultural development could be evident in RE in two major ways:

1. Own culture: RE is the perfect subject in which to explore Britain's rich diversity of religious, ethnic and geographical cultures. Although all children share Britain's common life, cultural diversity is part of that life and no child should feel their cultural background is a barrier to participation. Some common RE activities which promote children's understanding of communities and cultural groups, including their own, could include the following: In the classroom: explore food, festivals, music, art, architecture and other forms of religious and cultural expression. Where possible, visit areas with a strong cultural flavour to observe shops, cafés, people and houses. Some parents may be willing to come and talk about their home culture, or send personal artefacts to school with their children such as books, photos or clothes. Students who belong to a particular cultural group should be encouraged to share their experiences in class discussion, give a talk or even an assembly.

2. Wider culture: schooling is a preparation for adult life in terms of behaviour and expectations as well as in achieving qualifications. This wider cultural education prepares children for adulthood. In the classroom: cultural education is found whenever children make sense of the world around them and explore why we act the way we do. Provide opportunities for participation in classroom and whole-school events, including art, music, drama, sport, activism and serving others; explore what it is like to encounter difficulties in learning and relationships, and be open about the sorts of behaviours that are expected

SCIENCE

At St Anne's Church of England Primary School, we aim to provide all pupils with a deep and lasting understanding of science through an engaging and hands on curriculum. Our science curriculum is designed to be inclusive, ambitious, and carefully sequenced to ensure every child develops scientific knowledge, enquiry skills, and critical thinking abilities.

The National Curriculum for Science (2014) outlines the key concepts and skills that must be taught at each stage of education. In early years, the curriculum is guided by the Early Learning Goals framework, ensuring continuity and progression in the teaching of scientific exploration and understanding.

What is the aim of the Science curriculum at St Anne's?

1. **Fostering Curiosity About the World**

   We aim to develop pupils' natural curiosity about the world around them and the science that underpins everyday life. Children are encouraged to ask questions, explore ideas, and develop a lifelong interest in scientific discovery.

2. **Encouraging Enquiry and Independent Thinking**

   Children are supported to work independently, collaboratively in groups, and through guided learning. They are given the opportunity to create their own scientific questions and collect evidence through investigations in a variety of contexts.

3. **Making Cross-Curricular and Real-World Links**

   Science learning is meaningfully linked to other areas of the National Curriculum through themed teaching. Pupils explore current local and global issues and are encouraged to connect science with their own interests and experiences.

4. **Progressive Development of Scientific Skills**

   Scientific skills are taught consistently and progressively from Year 1 to Year 6. This ensures pupils build a strong foundation of practical and enquiry skills, which are revisited and developed as they move through the school.

5. **Understanding the Role of Scientists**

   Pupils are given opportunities to learn how scientists use observation, measurement, and creative thinking to generate new ideas and explanations. This helps children understand the nature of scientific discovery and its impact on the world.

6. **Being Hands-On and Responsible**

   Children regularly plan and carry out their own scientific investigations. They are taught to use scientific equipment—including technology—accurately and safely to support their learning and develop practical enquiry skills.

7. **Inclusive Teaching for All Learners**

   Teachers have high aspirations for all pupils, including those who are disadvantaged or have SEND. The science curriculum is designed to be inclusive and accessible, with appropriate support and challenge provided for every learner.

8. **Develop a positive attitude towards science**
   Pupils are encouraged to see themselves as scientists—curious, resilient, and reflective learners—who embrace experimentation and understand that making mistakes is a vital part of scientific discovery.
9. **Be ready for the next stage of scientific learning**
   By the end of each year, children are expected to have a secure understanding of the key scientific ideas taught, ensuring they are well prepared for further study and future scientific learning.

How is the Science Curriculum delivered at St Anne's?

Curriculum

Teachers plan and teach through a creative themed approach using the PLAN assessment Knowledge Matrices alongside the PLAN examples of work.

Intentions of PLAN Science

- Identify key national curriculum objectives to be covered within each unit. These give additional guidance which clarifies the statements for each year of the National Curriculum
- Know children's **prior learning** within a unit.
- Know areas of misconceptions to discuss with children.
- Identify **key scientific vocabulary** to use within each unit.
- See different ways of evidencing learning linked to the National Curriculum objectives.
- Have access to annotated collections of children's work that provide **examples of work** that show children working at age related expectations of the knowledge statements for each topic from each year of the science National Curriculum.
- Provide planned investigations that can be used as a form of assessment at the end of a unit.

Teaching Sequence

Every science unit will begin with a WOW launch to engage the children and encourage curiosity about the new science unit they are learning.

Lessons will generally include:

- Engage/thinking activity
- Activate prior knowledge (formative assessment strategy)
- Teach, model and guide (new learning)
- Memorise learning (song, dance, action, drawing)
- Apply learning (mostly independent)
- Challenge Questions
- Reflection

Every unit will end with an investigation/experiment/feedback learning lesson where the children can demonstrate their learning and understanding. This may be done through a hands-on activity, presentations, models, diagrams etc.

Foundation Stage

PLAN resources can be used within creative topics to meet early learning goals. These help provide opportunities for Science within a range of creative topics, enabling pupils to experience and observe phenomena, looking closely at the world around them and the science that supports this.

What does a good scientist look like?

EYFS:

- Is naturally curious and asks lots of questions about the world around them.
- Explores using their senses and notices changes in materials, plants, animals, and the environment.
- Engages in hands-on play and exploration, using simple tools and making observations.
- Talks about what they see, hear, and feel, using basic scientific vocabulary.
- Begins to make simple predictions and can describe what happened during an activity or investigation.

Key Stage 1:

- Asks simple scientific questions and suggests ways to find answers.
- Uses first-hand experiences and simple secondary sources to gather information.
- Observes closely using simple equipment and identifies patterns in what they see.
- Records findings using drawings, charts, and simple written explanations.
- Talks about what they have found out and begins to use scientific language to explain.

Key Stage 2:

- Plans different types of scientific enquiries to answer questions, including fair tests.
- Makes systematic and careful observations using a range of scientific equipment.
- Records data using scientific diagrams, tables, and graphs.
- Uses results to draw conclusions, make predictions, and identify causal relationships.
- Communicates findings clearly using appropriate scientific vocabulary and begins to evaluate their methods and findings critically.

Long term plan

See Appendix a.

Resources

Resources for science are stored both in the Key stage 1 and Key stage 2 stockrooms. In addition, some resources are held in classrooms which are specific to that year groups objectives. A resources audit is carried out regularly, each term, however teachers are to notify the Subject Leader of any needs that arise across the academic year. Alternatively, a request for monies can be submitted to the subject leader then Head teacher for the purchase of science resources, this must be agreed prior to making a purchase. The use of technology is being developed across school as we look to use technology to support practical science including; laptops, microscopes (Easi-scopes), Log Boxes, Visualisers and iPads.

Outdoor learning

The opportunities for outdoor learning to take place within Science are limitless. Every opportunity to learn from the environment should be seized. Links are made with forest school and science units are taught at specific times of year to complement growing periods and seasonal changes.

See Appendix b for further information.

Eco Schools Green Flag

At St Anne's, we are committed to promoting eco-friendly actions across our school community. We are working closely with staff, children, and parents to encourage sustainable habits in school, at home, and in everyday life.

- Our **Eco Team**, made up of children from **Years 1 to 6**, plays a key role in leading this work.
- The team helps to **monitor our environmental impact** and suggest improvements.
- We promote activities such as **recycling**, **energy saving**, **litter picking**, and **reducing waste**.

- Parents are encouraged to support eco-friendly choices at home and in travel to school.
- Together, we aim to build a culture of responsibility and respect for the environment.

Health and Safety

All staff should make themselves conversant with the following; - In regard to science work in school all teachers will be familiar with safe practice and where appropriate reminders will be given to children about potential hazards and care of the equipment they are using. When using CLEAPPS practical resources these have been created using their guidance, any health and safety guidance are included in yellow. If still unsure, staff should consult the copy of 'Be Safe' by the Association for Science Education before planning a topic to familiarise themselves with current best practise. Any educational visits will have been planned with due regard to the school policy on taking children on educational visits.

Principles of Primary Science Education

At St Anne's, our teaching of science is guided by the following core principles:

- A **'I wonder why' attitude** is promoted in all science lessons, where curiosity is encouraged and valued.
- **High expectations** are held for all pupils, regardless of their prior knowledge or experience in science.
- Lessons are **accessible to all**, with an emphasis on developing a deep understanding of scientific concepts through practical enquiry and discussion.
- **Success is measured by thinking and understanding**, not just getting the 'right answer'.
- Children are encouraged to **ask questions, make predictions, and use observations**.
- **Differences in ability are not fixed**—all children are supported and challenged to develop their scientific skills and understanding.
- We believe: **"Teachers carefully plan for exploration; children actively engage in discovery."**

Assessment and Monitoring

- At the end of each term, teacher judgement is recorded using the **Lancashire Tracker**. Both written work and verbal discussions contribute towards these decisions.
- The science Subject Leader completes a **data analysis** each term to identify trends, strengths, and areas for development.
- **End of Key Stage 2 results** are compared to national data and similar schools through **LSIP** to evaluate impact and inform improvement planning.

Appendices:

- ## Appendix a: Long Term Plan

St Anne's C.E. School

St Anne's Church of England Primary School – Science Curriculum Overview.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Humans** -*Use all their senses in hands-on exploration of natural materials. (repeated Sum1)* -Learn about senses -Learn about how to take care of themselves -Learn about the life cycles of humans.	**Light** -*Explore how things work* -*Talk about the differences in materials and changes they notice.* -Explore light sources. -Shine light on or through different materials. **Sound** -*Explore how things work* - Listen to sounds -Make sounds **Electricity** -*Explore how things work* - Identify electrical devices. - Use battery-powered devices.	**Forces** -*Explore how things work.* -*Explore and talk about different forces they can feel.* -*Talk about the differences between materials and changes they notice.* -Feel forces -Explore how objects/materials are affected by forces.	**Plants and Animals (excluding humans)** -*Plant seeds and care for growing plants* -*Understand the key features of the life cycle of a plant* -*Begin to understand the need to respect and care for the natural environment and all living things. (repeated Sum2)* -Grow plants -Learn about the life cycle of animals. -Compare adult animals to their babies. -Observe how baby animals change over time.	**Materials including changing materials** -*Use all their senses in hands-on exploration of natural materials.* -*Explore collections of materials with similar and/or different properties.* -*Talk about the differences between materials and changes they notice.* - Explore a range of materials. -Shape and join materials -Combine and mix ingredients. -Changing materials by heating and cooling, including cooking.	**Living things and their habitats** -*Understand the key features of the lifecycle of a plant and an animal. (progression from Spr2)* -Explore the surrounding natural environment -Explore natural objects from the surrounding environment.
Reception	**Humans** -*Name and describe people who are familiar to them* -Learn about how to take care of themselves	**Light** -*Describe what they see, hear and feel whilst outside.* -Explore shadows. -Explore rainbows. **Sound**	**Forces** -*Explore the natural world around them.* -*Describe what they see, hear and feel whilst outside.*	**Plants and Animals (excluding humans)** -*Explore the natural world around them.* -*Recognise some environments that are different to the one in which they live*.	**Earth and Space** -*Explore the natural world around them* -*Describe what they see, hear and feel whilst outside.*	**Seasonal changes (AUT, SPR, SUM)** -*Explore the natural world around them.* -*Describe what they see, hear and feel whilst outside.*
		-Listen to sounds outside and identify the source. -Make sounds.	- Explore how to change how things work. -Explore how the wind can move objects. -Explore how objects move in water.	- Explore the plants in the surrounding natural environment. -Explore the animals in the surrounding natural environment. -Explore plants and animals in a contrasting natural environment. -Name and describe animals that live in different habitats. -Describe different habitats.	- Learn about the Earth, Sun, Moon, Planets and stars. -Learn about space travel. **Materials** -Explore a range of materials, including natural materials. -Make objects from different materials, including natural materials. -Observe, measure and record how materials change when heated and cooled. -Compare how materials change over time and in different conditions.	*Understand the effect of changing seasons on the natural world.* -Play and explore outside in all seasons and in different weather. -Observe living things throughout the year.
Year 1	Everyday materials Autumn & Winter seasonal change		Plants Spring Seasonal change		Animals including humans Summer Seasonal change	
Wow starter	Junk modelling Building the tallest tower out of different materials – discuss the name of materials Autumn leaves outdoor walk/ art work. Plant daffodils for Spring leaf bingo		Spring observation – camera/ spotters guide (sequence pictures/caption them) Observe daffodils		Simon says – get the children to take turns to say/touch different body parts on themselves (do they know them?)	
Year 2	Uses of everyday materials		Animals including Humans	Plants	Living things and their habitats	

Wow starter	How waterproof is it activity? (using soft toys)		Picture – what would you take with you? (diamond 9 ranking e.g. trip to mars or link to topic)	Plant/collect seeds and explore growing (e.g. conkers, acorns, apple pips, oranges, avocado)	Earthworms Bug hotel	
Year 3	Light	Forces and magnets	Rocks and Soils	Animals including Humans		Plants
Wow starter	Shadow puppets	Robot graves	Outdoor walk	Life size skeleton Cooking – health/nutrition		Planting/growing something
Year 4	Living things and their habitats	Electricity	Animals including humans (teeth)	Sound	Living things and their Habitats	States of Matter
Wow starter	Make bird food	Electric lemon	Disclosing tablets (parental permission must be obtained).	String telephones	Bug hotels	Slime
Year 5	Properties and changes of materials.		Earth and Space	Forces	Living things and their habitats	Animals including humans
Wow starter	Paper flowers (different materials too) Protect an egg Baking cupcakes/Candles Film canister rocket		AR virtual mission to space/planets Ball sizes – scale models	Magic pennies The marble maze	Spring onion – investigation over time. Create an animal adapted for a particular environment	Human life cycle
Year 6	Evolution and inheritance	Light	Living things and their habitats	Electricity	Animals including humans	
Wow starter	Adaptation butterflies	Carousel of activities (shadows, colour tray, dark – northern lights)	Classification key with Liquorice allsorts	Potato clocks	Heart rate activity	

Appendix B: Outdoor learning links

Science Units easily covered in a Forest School setting

EYFS

Plants and animals

- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant
- Begin to understand the need to respect and care for the natural environment and all living things.
- Grow plants

Year 1

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Year 2

Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Year 3

Plants

- Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Science Units able to be partially taught in a Forest School Setting

EYFS

Living things and their habitats

- Understand the key features of the lifecycle of a plant and an animal.
- Explore the surrounding natural environment
- Explore natural objects from the surrounding environment.

Year 1

Seasonal changes

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Year 2

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Year 4

Living things

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Year 5

Living things

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Year 6

Living things

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

PHYSICAL EDUCATION

At St Anne's, our Physical Education curriculum is inclusive, engaging, and designed to give children the confidence and motivation to live active, healthy lives. We aim to provide a safe, secure, and stimulating environment where all children can flourish through physically demanding activities and competitive sport.

We recognise the importance of physical development in the whole child, promoting skills that reach beyond sport: cooperation, creativity, resilience, self-confidence, and joy in movement.

Our curriculum is broad, balanced, and progressive – offering opportunities for all pupils to achieve and experience success, to challenge themselves, and to grow in their sense of self and community.

What is the aim of the Physical Education curriculum at St Anne's?

- **To ensure all children are physically active**
  Children participate in regular activity that develops cardiovascular health, flexibility, muscular strength and endurance.
- **To promote safety and responsibility**
  Pupils are taught how to use equipment safely and consider others in all aspects of PE.
- **To encourage a positive attitude to health and fitness**
  We help children to understand the value of a healthy lifestyle and how to care for their bodies.
- **To develop confidence and physical competence**
  Through a wide range of activities, children improve agility, balance, coordination, and control.
- **To provide opportunities for problem-solving and creativity**
  Children are encouraged to explore movement creatively, make decisions, and evaluate performance.
- **To build self-esteem, teamwork, and social skills**
  Physical education is a platform for developing cooperation, empathy, fairness, and perseverance.
- **To celebrate difference and promote inclusion**
  All children, regardless of ability or background, are included and supported to enjoy PE and sport.
- **To offer experiences of competition and cooperation**
  Through inter- and intra-school sport, children develop resilience, respect for others, and pride in achievement.
- **To develop knowledge of the body and well-being**
  Pupils learn about how their body functions and how to keep it healthy, supporting lifelong physical literacy.
- **To support pupils' spiritual, moral, social and cultural development**
  Children grow in confidence, identity and responsibility through positive experiences in PE.

What does Physical Education at St Anne's look like?

Curriculum Design

At St Anne's, we follow the Lancashire PE Scheme of Work, which supports a high-quality, progressive PE curriculum across all year groups. It ensures coverage of the National Curriculum through clear learning outcomes, skill development, and cross-curricular links with health, science, and personal development.

The curriculum includes:

- Fundamental movement skills in EYFS and KS1
- Team games, invasion games, striking and fielding in KS2
- Dance and gymnastics across all key stages

- Athletics, swimming, and outdoor adventurous activities (KS2)
- Inclusion of personal and social development within all lessons

Teaching Sequence

PE lessons are carefully structured and generally follow this format:

- **Warm-up** – Preparation of the body and mind, often involving fun, cardiovascular activity.
- **Skill development** – Teaching of specific movements or tactics.
- **Application of skills** – Small games, sequences, or challenges to apply learning.
- **Cool down and reflection** – Stretching, recovery, and discussion about performance and progress.

Assessment and Progress

Assessment is ongoing and formative:

- Teachers observe and provide feedback throughout lessons.
- Skills and knowledge are tracked using the Lancashire Tracker each term.
- Children are encouraged to self-reflect and peer-assess.

The PE Subject Leader reviews attainment and engagement termly.

What does a St Anne's Sportsperson look like?

A St Anne's sportsperson:

- **Enjoys being active** and sees PE as a positive and vital part of life.
- **Takes responsibility** for their health, fitness, and well-being.
- **Shows resilience** in the face of challenge and celebrates personal improvement.
- **Demonstrates teamwork**, fairness, and respect for others.
- **Understands the importance of effort**, attitude, and learning from mistakes.
- **Lives out our school values** through sport – especially respect, love, and perseverance.

Extra-Curricular Sport and Enrichment

We enhance the PE curriculum through:

- **After-school clubs** (e.g. football, dance, gymnastics, netball)
- **Inter-school competitions and tournaments** (via School Games partnership)
- **Intra-school events** such as Sports Day and House Competitions
- **Inclusion festivals and SEND sporting opportunities**
- **Links with local sports clubs and coaches**

We also celebrate participation and excellence through certificates, assemblies, and newsletters, encouraging every child to let their light shine.

Key Principles of PE at St Anne's

- PE should be **inclusive, engaging, and challenging** for all.
- Physical activity is a key contributor to **life in all its fullness**.
- Children are **awesomely made** and capable of developing physical excellence.
- Lessons focus on **depth of skill**, not just competition.
- Children are supported to develop a **healthy self-image** and a **love for movement**.
- **Effort and attitude** are valued as much as outcome.

We believe: *"Teachers work hard to prepare the lesson; children work hard during the lesson."*

Monitoring and Leadership of PE

- The **PE Subject Leader** monitors planning, teaching and learning through regular observation and staff feedback.
- PE data is reviewed termly and shared with senior leaders and governors.

- **CPD opportunities** are provided to ensure staff confidence and subject knowledge remain high.
- The school evaluates the impact of PE through pupil voice, participation tracking, and external quality assurance (e.g. School Games Mark).

Appendix

Dress code

- The children change into clothing appropriate to the proposed activity. The kit expected by the school for gymnastics, dance, athletics and games is, black shorts or tracksuit bottoms and a green t-shirt and either a School logo/plain green hoody.
- The children work in bare feet or pumps during dance and gymnastic activities and pumps for games activities. They are permitted to wear trainers for outdoor P.E.
- Staff should ensure that their own footwear is suitable and where possible, wear appropriate clothing. The local pool insists on a change of footwear at the poolside.
- For swimming the children should change into trunks or swimming costume and wear a swimming cap.
- A cap should be worn whilst swimming for children who have long hair.
- Long hair should be secured.
- No jewellery is allowed. Earrings should be removed either by the child or at home before school. Children are not allowed to participate in swimming or P.E if their ears have recently been pierced.
- Normally the children will change in the classroom under the supervision of the class teacher
- All new parents are informed and full details are set down in the school prospectus of the dress etc., required for their child when undertaking PE.

Non-Participants

- All children should participate in PE activities as far as possible.
- A note signed by a parent or guardian is expected if a child is not to participate in PE activities (page 39 in safe practice in PE). It may be appropriate to request a doctor's note following a series of notes from a parent/guardian.
- Non-participants should be encouraged to take as active a part as possible in the activities, e.g. time-keeping, scoring, evaluation of performance.
- Children who are unable to go swimming will be under the supervision of another teacher.
- There will be a standard letter given to children who forget PE kit. This will be monitored through the use of the P.E. Passport app.
- The use of attendance registers at the beginning of lessons is essential in case of fire.

Safety

The school will follow the safety requirements as laid down by the guidelines 'Safe practice in Physical Education and School Sport 2012'. In addition, teachers should ensure there is a safe working environment wherever the activity is under taken. See whole school risk assessments for further details.

General Rules

- Floor space must be clean and dry.
- When using moveable apparatus such as hoops and ropes children must be careful not to slip on them and children must be informed of the risks.
- Low apparatus such as mats and benches should be stored around the hall so the children can have easy access to it.
- Large apparatus should be carefully placed with an appropriate number of mats.

Points to Remember

- Apparatus must be accessible.
- Apparatus should be in good, safe working order.

- Mats should be stored flat.
- Apparatus must be appropriate to the age of the children.
- The children must be trained to put out their own apparatus.
- Children must always sit on the floor, not on the apparatus, this includes mats and benches.
- Apparatus must be checked by the teacher before use.
- Large pieces of apparatus should be put out first, followed by benches and small pieces of apparatus and finally mats. Apparatus should be put away in reverse order, i.e. mats first etc.
- Key Stage 1 children should only get out apparatus they can carry.

Mats and Benches

When lifting mats and benches children should be taught to bend their knees, keep their backs straight and always look forwards.

All purpose gymnastic mats may be used for two purposes:

- Mats may be placed to indicate to children suitable and safe dismount points from apparatus, e.g. when jumping from a padded or agility table.
- Mats may also be used in a precautionary way when children are working at a height, e.g. when working on the climbing frame or climbing rope. Their prime purpose when used in this way is to protect the skull in the event of an unforeseen fall. This procedure might be compared to the wearing of protective headgear when cycling for instance.

In both instances teachers will need to exercise their professional judgement in deploying mats effectively – too many mats spread indiscriminately around the hall would represent a health and safety hazard in itself limiting free and uninhibited movement around and between pieces of apparatus.

It is important from the earliest stages that children are educated in the use of mats and it should be made very clear to them the purpose behind placing a mat in a particular location. Children should be made very aware that mats are not designed to function as a safety net.

Finally, it remains critical that children are presented with appropriate gymnastic tasks and challenges. Children should not be allowed to embark upon gymnastic activity which in the teacher's judgement is dangerous. It is essential that children undergo a progressive and well-planned gymnastic programme which seeks to equip them with the appropriate technical understanding and confidence to improve their performance levels in a safe responsible manner.

Reception	EYFS - Fundamental Movement Skills	EYFS - FMS - How to catch a star	EYFS - FMS - Transport	EYFS - FMS - Superworm	EYFS - FMS - Hungry Caterpillar	EYFS - FMS - Jack and the Beanstalk
	EYFS - Fundamental Movement Skills	EYFS - FMS - Elmer	EYFS - FMS - Space	EYFS - FMS - Jack and the Beanstalk	EYFS - FMS - Mini Beasts	EYFS - FMS - Seaside
Year One	KS1 - Y1 - Baseline Unit - Lost and Found	KS1 - Y1 - Gymnastics Activities Core Task 1	KS1 - Y1 Dance – Three Little Pigs	KS1 - Y2 - Games - Striking and Fielding	KS1 - Y1 Dance - Robots	KS1 - Y1 - Gymnastics Activities Core Task 2
	KS1 - Y1 - FMS Catching and Bouncing a ball	KS1 - Y1 - FMS Underarm Throw	KS1 - FMS Kicking Unit	KS1 - Y1 - FMS Overarm Throw	KS1 - Y1 - FMS Rolling a Ball	KS1 - Y1 Athletics
Year Two	KS1 - FMS Kicking Unit	KS1 - Y2 - Gymnastics Activities	KS1 - Y2 Dance - Explorers	KS1 - Y2 - Games - Striking and Fielding	KS1 - Y2 Athletics	KS1 - Y2 - FMS End of KS1 Assessment
	KS1 Y1 FMS - Tri Throlf	KS1 - Y2 Dance - Moving Along	KS1 - Y2 - Games - Net and Wall	KS1 - Y2 Games - Piggy in the Middle (Core Task)	KS1 - Y2 Dance - Wind in the Willows	KS1 - Y2 - OAA The Great Outdoors
Year Three	Fundamental Skills Catch up - KS1 - Y1 - FMS Overarm Throw	Year 3 Gymnastics Core Task 1	Year 3/4 Dance - Rock and Roll	Year 3/4 Invasion Games - Handball	Year 3/4 Striking and Fielding - Rounders	Year 3/4 Target Games - Boccia
	Fundamental Skills Catch up - KS1 - Y2 - FMS Bounce a ball	Year 3/4 OAA - Team Work & Problem Solving	Year 3/4 - Invasion Games - 3 Touch Ball	Year 3/4 Creative Games - Tag and Target	Year 3/4 - Net and Wall Unit Core Task 1	Year 3/4 Athletic
Year Four	Year 3/4 Striking and Fielding - Cricket	Year 4 Gymnastics Core Task 1	Dance - Dance Around the World	Year 3/4 Invasion Games - Basketball	Swimming - Phase 1	Swimming - Phase 2
	Year 3/4 Health Related Fitness	Year 3/4 Invasion Games - On the Attack	Year 3/4 OAA - Team Work & Problem Solving	Year 3/4 Target Games - Dodgeball	Year 3/4 - Net and Wall Unit Core Task 2	Year 3/4 Athletics
Year Five	Swimming - Phase 3	Swimming - Phase 4	Swimming - Phase 5	Swimming - Phase 6	Year 5/6 - Creative Games	Year 5/6 Invasion Games - Hockey
	Year 5/6 Invasion Games - Netball	Year 5 Gymnastic Core Task 1	Year 5/6 Dance - Earthlings	Year 5/6 Striking and Fielding - Rounders	Year 5/6 Net and Wall - Badminton	Year 5/6 Athletics
Year Six	Year 5/6 Invasion Games - Rugby 1	Year 5 Gymnastic Core Task 2	Dance - World War 2	Year 5/6 Net and Wall - Tennis	Year 5/6 Striking and Fielding - Cricket	Year 5/6 Athletics
	Year 5/6 Invasion Games - Football	Year 5/6 - Creative Games	Dance - The Haka	Year 5/6 OAA - Teamwork and Problem Solving 1	Year 5/6 Striking and Fielding Games - Rounders	Year 5/6 Orienteering

Definition of Physical Activity, Physical Education and School Sport*

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:



Physical Activity is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.





School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.

association for Physical Education

COMPUTING

Our computing teaching aims to ensure that all pupils:

At St Anne's Church of England Primary School, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world. Throughout this policy, we outline how we, as a school, will deliver the requirements of the KS1 and KS2 computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Acceptable User Policy

How is computing taught at St Anne's Primary School?

EYFS

Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies. We will use these experiences to contribute to achieving the following Early Learning Goals (ELGs) linked to computing:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Key Stage 1

Pupils will be taught to:

- Understand what algorithms are, and how they are implemented.
- Create and debug simple programs.
- Predict the behaviour of simple programs.
- Create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of ICT beyond school.
- Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.

Key Stage 2

Pupils will be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, and solving problems.
- Use sequence, selection, and repetition in programs.
- Work with variables and various forms of input and output.
- Explain how some simple algorithms work, and how they can detect and correct errors.

- Understand computer networks, how they can provide multiple services, and the opportunities they offer for communication and collaboration.
- Use search technologies, understand how results are selected and ranked, and be able to critically evaluate digital content.
- Select, use and combine a variety of software on a range of devices to design and create programs, systems and content that accomplish specific goals.
- Use technology safely, respectfully and responsibly, recognise acceptable behaviour and identify a range of ways to report online concerns.

At St Anne's we start each term using Project Evolve, across the whole school, to help us deliver our E-safety curriculum (See Whole school overview in appendix 1). This provides teachers with a progressive E-safety curriculum from EYFS to Year 6. It also provides a range of planning and resources specific to each cohort after their baseline assessment.

For our computing curriculum we use Teach Computing that follows the National Curriculum. Teach Computing provides a progressive curriculum based on these ten strands, Networks, Creating Media, Data & Development, Computing Systems, Impact of Technology, Algorithms, Programming, Effective use of Tools and Safety & Security. From Year 1 to Year 6, Teach computing provides all resources and planning for teachers to meet the needs of our pupils. Each lesson starts with introducing the new learning and shares the success criteria with the pupils. Some of the activities are computer based and some lessons are 'unplugged' with paper resources. We record each lesson in a floor book.

What does a digitally confident pupil look like at St Anne's Primary School?

Attitudes of a Confident Computing Learner:

-Curious: Try new programmes and find out how they work.

-Resilient: If something doesn't work, they can fix it or ask for help.

-Creative: Can use technology to share my ideas in different ways.

-Safe: Know how to behave online and keep themselves protected.

Appendix 1:

St Anne's Church of England Primary School –Computing Curriculum Overview.

	Autumn		Spring		Summer	
EYFS- (These themes may be adapted at various points to allow for children's interests to flow through the provision)						
Nursery/Reception Cycle 1/Cycle 2 (Nursery: Development Matters Statements for children aged 3-4) (Reception: Development Matters Statements for children aged 4-5)	Magical Me	Let's Celebrate	Are We There Yet?	Heroes and Villains	Amazing Animals	Roots Shoots and Muddy Boots
	Magnificent Me	Party Time	Our Wonderful World	Once upon a Time	Where the Wild Things Are	Splishin' and a Splashin'

Three and Four-Year-Olds	Personal, Social and Emotional Development	• Remember rules without needing an adult to remind them.
	Physical Development	• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World	• Explore how things work.
Reception	Personal, Social and Emotional Development	• Show resilience and perseverance in the face of a challenge.

			• Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Computing Curriculum Map Autumn Term							
Term	**Online Safety** (Project evolve)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	Self-Image and Identity and Online Relationships	Unit 1: Computing Systems and Networks- Technology around us	Unit 1- Computing systems and networks- IT around us	Unit 1- Computing systems and networks- Connecting computers	Unit 1- Computing systems and networks- The Internet	Unit 1- Computing systems and networks- Systems and searing	Unit 1- Computing systems and networks- Communication and collaboration
Aut 2	Online Bullying	Unit 2: Creating media- Digital Painting	Unit 2- Creating Media- Digital photography	Unit 3- Programming A- Sequencing sounds	Unit 2- Creating Media- Audio production	Unit 2- Creating Media- Video production	Unit 2- Creating Media- Web page creation
Computing Curriculum Map Spring Term							
Spr 1	Online Reputation and Managing Online Information	Unit 5: Creating Media- Digital Writing	Unit 3- Programming A- Robot algorithms	Unit 5- Creating Media- Desktop publishing	Unit 3- Programming A- Repetition in shapes	Unit 3- Programming A- Selection in physical computing	Unit 3- Programming A- Variables in games
Spr 2	Health, well-being and lifestyle	Unit 4: Data and information- Grouping Data	Unit 4- Data and information- Pictograms	Unit 4- Data and Information- Branching databases	Unit 4- Data and information- Data logging	Unit 4- Data and information- Flat-file databases	Unit 4- Data and information- Introductions to Spreadsheets
Computing Curriculum Map Summer Term							
Sum 1	Privacy and security	Unit 3: Programming A- Moving a Robot	Unit 5- Creating media- Digital music	Unit 2- Creating media- Stop-Frame animation	Unit 5- Creating media- Photo editing	Unit 5- Creating media- Introduction to vector graphics	Unit 5- Creating media- 3D Modelling
Sum	Copyright	Unit 6:	Unit 6-	Unit 6-	Unit 6-	Unit 6-	Unit 6-

2	and ownership	Programming B- Programming animations	Programming B- Programming quizzes	Programming B- Events and Actions in programs	Programming B- Repetition in games	Programming B- Selection in quizzes	Programming B- Sensing movement

*Each term you will create a Project Evolve Knowledge Map and the children complete the quiz. You then answer the Quiz/Questions (EYFS/KS1- Guided and KS2 independent). After completing the quiz it will give you gaps and lessons to just teach.

At St Anne's Church of England Primary School we follow the National Curriculum Programme of Study for History. The following information is based on the NC PoS, a full version of which can be viewed at https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study

HISTORY

Purpose of studying History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- understand historical concepts such as:
    a) continuity and change,
    b) cause and consequence,
    c) similarity, difference and significance,

  and use them to make connections, draw contrasts, analyse trends and ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

How is History taught at St Anne's Primary School?

At St Anne's History is planned using five 'Golden threads' or Substantive (First Order) Concepts: Civilisation, Justice and Equality, Leadership, Childhood and Trade. These are taught across school from EYFS through Key Stage 1 and Key Stage 2. Each unit will then have Disciplinary (Second Order) Concept: Similarities and Differences, Change and Continuity, Sources and Evidence, Historical Significance, Cause and Interpretation. These have been chosen to meet the needs of all our pupils and our school community. (See appendix 1 for the History overview) Each unit will start with a cover sheet including the Title, Term and Key Vocabulary.

Each lesson will begin with the British Visual Auditory Kinaesthetic (VAK) timeline to promote Chronology across EYFS, KS1 and KS2. EYFS and KS1 will complete the timeline together as a whole class with support from the class teacher. Pupils in Year 2 will start to make simple links to units that have been previously taught e.g. The Great Fire of London and the Stuarts. Lower Key Stage 2 will start to make more connections to the VAK timeline and start to compare more world History that has been taught. Upper Key Stage 2 will be able to make the connections between the timeline and what they have been taught. Pupils may begin to create their own actions and phrases to go with the pictures. The children should be able to order the VAK timeline events by the end of Year 6. After the VAK timeline the children should recap previous learning at the start of every lesson and discuss new vocabulary.

What does a Historian look like at St Anne's Primary School:

A good Historian…

- **Asks questions** about the past.
- **Knows when things happened** and puts them in order.
- **Finds out from clues** like artefacts, books, and pictures.
- **Thinks carefully** about whether sources can be trusted.
- **Uses history words** to explain ideas.
- **Understands people's lives** were different (but sometimes the same!)
- **Looks for changes and patterns** over time.

Resources:

https://www.history.org.uk/ Historical Association for key information, schemes of work and other resources.

https://www.lancashire.gov.uk/heritage-learning/ Heritage Learning Team for outreach, CPD and other resources.

Appendix 1:

St Anne's Church of England Primary School –History Curriculum Overview.

	Autumn		Spring		Summer	
EYFS- (These themes may be adapted at various points to allow for children's interests to flow through the provision)						
Nursery/Reception Cycle 1/Cycle 2 **(Nursery: Development Matters Statements for children aged 3-4)** **(Reception: Development Matters Statements for children aged 4-5)**	**Magical Me/ Magnificent Me** **Our Families** **Substantive (First Order) Concept: Childhood**	**Let's Celebrate/ Party Time** **Houses and Homes** **Substantive (First Order) Concept: Civilisation**	**Are We There Yet?/ Our Wonderful World** **Transport** **Substantive (First Order) Concept: Trade**	**Heroes and Villains/ Once Upon a Time** **Teachers and Police** **Substantive (First Order) Concept: Justice and Equality**	**Amazing Animals/ Where the Wild Things Are**	**Roots Shoots and Muddy Boots/ Splishin' and a Splashing** **People who lead us- Headteacher** **Substantive (First Order) Concept: Leadership**

Nursery:

• Talk about what they see, using a wide vocabulary.

• Begin to make sense of their own life-story and family's history.

• Continue developing positive attitudes about the differences between people.

• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception:

ELG: Past and Present

-Talk about the lives of the people around them and their roles in society.

-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

-Understand the past through settings, characters and events encountered in books read in class and storytelling.

(see planning for detailed of suggested activities and differentiated learning to ensure progression)

National Curriculum			
Units of Work- to be taught across the year			
Year 1	**Autumn 2** **The Great Fire of London** *NC Links: Events beyond living memory that are significant nationally or globally, e.g. the Great fire of London.* **Substantive (First Order) Concept: Civilisation** **Disciplinary (Second Order) Concept: Cause** Enquiry Question: What features of the 17th Century London might have helped cause The Great Fire?	**Spring 2** **Castles** *NC Links: Significant historical events, people and places in their locality.* **Substantive (First Order) Concept: Civilisation** **Disciplinary (Second Order) Concept: Sources and Evidence** Enquiry Question: What do the local castles reveal about the past in our own locality?	**Summer 1** **Toys** *NC Links: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.* **Substantive (First Order) Concept: Childhood** **Disciplinary (Second Order) Concept: Change and Continuity** Enquiry Question: How have toys changed?
Year 2	**Autumn 2** **The History of St Anne's School** *NC Links: significant historical events, people and places in their own locality.* **Substantive (First Order) Concept: Trade** **Disciplinary (Second Order) Concept: Change and Continuity** Enquiry Question: What led to the growth of St Anne's Primary School?	**Spring 1** **Space Explorers** *NC Links: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.* **Substantive (First Order) Concept: Leadership** **Disciplinary (Second Order) Concept: Historical Significance** Enquiry Question: How significant were Neil Armstrong and Mae Jemison?	**Summer 2** **Learie Constantine** *NC Links: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.* **Substantive (First Order) Concept: Justice and Equality** **Disciplinary (Second Order) Concept: Historical Significance** Enquiry Question: Why was Learie Constantine awarded the Trinity Cross?
Year 3	**Spring 1** **Stone Age** *NC Links: changes in Britain from the Stone Age to the Iron Age.* **Substantive (First Order) Concept: Childhood** **Disciplinary (Second Order) Concept: Sources and Evidence** Enquiry Question: What were children's lives like in prehistory?	**Spring 2** **Viking and Saxons** *NC Links: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.* **Substantive (First Order) Concept: Trade** **Disciplinary (Second Order) Concept:**	**Summer2** **Romans** *NC Links: the Roman Empire and its impact on Britain.* **Substantive (First Order) Concept: Leadership** **Disciplinary (Second Order) Concept: Consequence** Enquiry Question: What

		Interpretation Enquiry Question: Is it fair to describe all Vikings as brutal invaders?	effects did the Roman Empire have on Britain?
Year 4	**Autumn 1** **Ancient Egypt** *NC Links: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.* **Substantive (First Order) Concept: Civilisation** **Disciplinary (Second Order) Concept: Similarities and Differences** Enquiry Question: How much did Ancient Sumer, The Shang Dynasty, Ancient Egyptians and the Indus Valley have in common?	**Spring 1** **Lancashire Cotton Industry** *NC Links: a local history study.* **Substantive (First Order) Concept: Trade** **Disciplinary (Second Order) Concept: Historical Significance** Enquiry Question: How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond?	**Summer 1** **Crime and Punishment** *NC Links: a local history study.* **Substantive (First Order) Concept: Justice and Equality** **Disciplinary (Second Order) Concept: Change and Continuity** Enquiry Question: What do we mean by crime and punishment? How has it changed over time?
Year 5	**Spring 1** **Ancient Greece- Athens vs Sparta** *NC Links: Ancient Greece – a study of Greek life and achievements and their influence on the western world.* **Substantive (First Order) Concept: Justice and Equality** **Disciplinary (Second Order) Concept: Similarity and Differences** Enquiry Question: How free were people in Ancient Athens and Sparta?	**Spring 2** **Anglo Saxons- Sutton Hoo** *NC Links: Britain's settlement by Anglo-Saxons and Scots.* **Substantive (First Order) Concept: Leadership** **Disciplinary (Second Order) Concept: Sources and Evidence** Enquiry Question: What did the Sutton Hoo discoveries tell us about the Anglo-Saxons?	**Summer 2** **Maya** *NC Links: a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.* **Substantive (First Order) Concept: Civilisation** **Disciplinary (Second Order) Concept: Historical Significance** Enquiry Question: How were Maya settlements put together? What was important to the Maya population during the classical Mayan period (approx. 250-950AD)?
Year 6	**Autumn 1** **World War II- Evacuation** *NC Links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.* *A significant turning point in British history, for example, the Battle of Britain.*	**Spring 1** **Pendle Witches** *NC Links: a local history study.* **Substantive (First Order) Concept: Justice and Equality** **Disciplinary (Second Order) Concept: ???**	**Summer 1** **Transatlantic Slave Trade** *NC Links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.* **Substantive (First Order) Concept: Trade**

	Substantive (First Order) Concept: Childhood **Disciplinary (Second Order) Concept: Sources and Evidence** Enquiry Question: Why were children evacuated during WWII?	Enquiry Question: ????	**Disciplinary (Second Order) Concept: Change and Continuity** Enquiry Question: What was the Transatlantic slave trade and how was Lancashire involved?

GEOGRAPHY

At St Anne's Church of England Primary School, we aim to provide all pupils with a deep and lasting understanding of the world around them through a broad and balanced geography curriculum. Our geography curriculum is designed to be inclusive, ambitious, and carefully sequenced to ensure every child develops knowledge of places, people, environments, and processes, as well as the skills to think geographically.

The Geography National Curriculum (2014) sets out what must be taught in each key stage. In early years, geographical learning is guided by the Early Learning Goals framework. This ensures continuity and progression in the teaching of geography across the school.

What is the aim of the geography curriculum at St Anne's?

1. Develop secure locational knowledge

Pupils learn where places are in the world, how to describe their position, and how they relate to one another on a local, national, and global scale.

2. Understand human and physical geography

Children explore the features and processes that shape our planet, from rivers and mountains to settlements and land use, gaining a sense of how humans interact with and impact the natural world.

3. Build geographical skills and fieldwork experience

Pupils develop skills in using maps, atlases, globes, digital mapping, and compasses. They engage in fieldwork to observe, measure, record, and present geographical information about their school grounds, local area, and beyond.

4. Ask and answer geographical questions

Pupils are encouraged to be curious about the world, to make comparisons, identify patterns, and draw conclusions through investigation and discussion.

5. Access an inclusive and supportive learning environment

Geography is taught so that all children—regardless of prior attainment—are able to participate fully, with challenge and support provided to meet individual needs.

6. Develop an awareness of global citizenship

Pupils gain an understanding of their role in the wider world, including sustainability, environmental responsibility, and respect for different cultures.

7. Foster a love of geography

Pupils are encouraged to see themselves as geographers, developing a sense of curiosity, appreciation, and care for the world and its people.

8. Prepare for the next stage of learning

By the end of each year, children are expected to have built secure knowledge and skills, ensuring they are ready to progress in their geographical learning.

What does Geography at St Anne's look like?

Curriculum

At St Anne's we deliver a knowledge-rich and enquiry-based geography curriculum, guided by the National Curriculum and enriched with local fieldwork opportunities.

Our approach includes:

- Carefully planned units that build knowledge of locations, places, and environments, alongside geographical skills.
- Regular opportunities to revisit and deepen prior learning to ensure secure understanding.
- A balance between studying the local area, the United Kingdom, Europe, and the wider world.
- Fieldwork and outdoor learning embedded into each key stage, giving children practical opportunities to investigate their world.
- Assessment for Learning (AfL) strategies throughout lessons to gauge understanding and guide teaching.

Teaching sequence

- A typical geography lesson may include:
- Starter / retrieval task to revisit prior knowledge.
- Enquiry question to frame learning.
- Input / teaching session to introduce new knowledge and skills.
- Guided activities (e.g., analysing maps, interpreting photos, sorting human and physical features).
- Independent activity where pupils demonstrate their understanding (e.g., writing comparisons, drawing maps, presenting findings).
- Reflection and discussion to draw conclusions and make connections.
- Deeper learning task to challenge pupils to apply knowledge in new contexts.

Fieldwork Finales

- At the end of a sequence of learning, pupils take part in a fieldwork finale where they use their geographical knowledge and skills in practical, real-world contexts. Examples include:
- EYFS and KS1: exploring the school grounds, drawing simple maps, or comparing features in the local area.
- Lower KS2: investigating rivers, traffic surveys, or land use studies in the local community.
- Upper KS2: conducting more complex enquiries such as urban/rural comparisons, environmental surveys, or mapping human impact on landscapes.
- These fieldwork finales ensure geography remains a hands-on, investigative subject, showing pupils how classroom learning connects to the real world.

Careers and Real-World Links

- We ensure pupils understand the importance of geography beyond school by making links to jobs and industries that rely on geographical knowledge and skills. Examples include:
- Travel and Tourism – travel agents, tour operators, flight crew.
- Environmental and Earth Sciences – geologists, meteorologists, conservationists, hydrologists.
- Urban Planning and Development – architects, town planners, transport officers.
- Research and Education – university researchers, teachers, charity workers.
- Global Business and Technology – cartographers, GIS specialists, logistics managers.

By making these connections explicit, we help pupils see that geography opens doors to a wide range of careers and fosters transferable skills such as enquiry, analysis, problem-solving, and critical thinking.

What does a St Anne's Geographer look like?

- Curious about the world and eager to ask questions
- Able to use geographical vocabulary accurately.
- Confident in using maps, globes, and digital resources.
- Skilled at working collaboratively and independently to investigate geographical questions.
- Aware of global issues such as climate change, sustainability, and diversity.
- Proud to be a responsible global citizen.

Assessment and Impact of Geography at St Anne's

The geography curriculum is designed to ensure meaningful outcomes for all pupils, evidenced through regular assessment and monitoring by the Geography Subject Leader.

The majority of pupils are expected to meet Age-Related Expectations (ARE) by the end of each year, achieving secure geographical knowledge and skills.

Principles of the Geography Curriculum

- At St Anne's, our teaching of geography reflects the following principles:
- High expectations for all pupils, regardless of starting point.
- A 'can do' attitude where curiosity is celebrated.
- Depth of learning is valued over speed of progression.
- Success is measured by understanding and ability to apply knowledge, not just recall.
- Children are encouraged to think critically and make links between human and physical geography.
- We believe: "Teachers work hard to prepare the lesson; children work hard during the lesson."

Summative Assessment and Monitoring

- At the end of each unit, children complete an assessed piece of work, alongside teacher assessment based on observation and discussion.
- Fieldwork evidence and pupil voice are also used to measure the success of learning.
- The Geography Subject Leader carries out monitoring each term to identify trends, strengths, and areas for development.
- Outcomes are compared to expectations to evaluate impact and inform improvement planning.

LANGUAGES (Spanish)

Learning a foreign language provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The Languages National Curriculum (2014) describes what must be taught in key stage 2. This ensures continuity and progression in the teaching of languages.

What is the aim of the Languages curriculum at St Anne's?

1. **Foster a love of language learning** by providing engaging, enjoyable and meaningful experiences that promote curiosity and confidence in exploring a new language and culture.
2. **Develop pupils' understanding of the world** by broadening their cultural awareness and deepening their appreciation of linguistic and cultural diversity.
3. **Provide a strong foundation in core language skills** – listening, speaking, reading and writing – through regular, structured teaching that supports progression over time.
4. **Promote accurate pronunciation and intonation**, enabling pupils to communicate clearly and confidently in the target language.
5. **Encourage practical communication** through the use of songs, rhymes, games, role-play and real-life contexts, allowing children to use the language purposefully and creatively.
6. **Support memory and retention** by using repetition, scaffolding, and cumulative vocabulary and grammar teaching strategies.
7. **Ensure progression and continuity** across Years 3 to 6, so that pupils build on prior knowledge and are prepared for the transition to secondary school language learning.
8. **Make links with other curriculum areas**, including English (literacy), geography, music, and Religious Education, to reinforce and enrich pupils' learning experience.
9. **Encourage resilience, risk-taking and perseverance**, helping pupils to see mistakes as part of the learning process and to grow in linguistic confidence.
10. **Promote inclusive participation**, ensuring that all pupils, regardless of background or ability, have equal opportunities to succeed in language learning.

What does Languages look like at St Anne's?

Curriculum

At St Anne's we teach Spanish from Years 3 to 6 using the language-teaching scheme 'Language Angels'.

Languages teaching

All Language Angels lessons have a clear linguistic and grammatical purpose. The choice of class organisation is determined by the learning task. By its nature, Language lessons will involve lots of interaction with visual and auditory prompts. The pre-recorded target language provided ensures excellent pronunciation from the children. During these sessions, children may work as a class, as individuals or as part of a group.

Key Stage 2 children have (or equivalent to) a thirty-minute weekly lesson a week, in order to ensure progression and skills development plus other opportunities throughout the week to practise what they have learnt.

British Sign Language (BSL)

At St Anne's, British Sign Language is an important part of our languages curriculum, reflecting our commitment to inclusivity and communication for all. Pupils receive dedicated BSL lessons once a month, taught as a standalone language session, where they engage in a variety of activities designed to develop their signing skills and understanding. Introducing BSL helps children appreciate the value of alternative communication methods, promotes empathy and awareness of the Deaf community, and supports the development of non-verbal communication skills. Embedding BSL within the curriculum fosters a culture of respect and inclusion, equipping pupils with a valuable skill that enhances their overall language learning experience and broadens their understanding of diverse ways to connect and communicate.

What does a successful St Anne's linguist look like?

Assessment and Progress Monitoring

At St Anne's, assessment in Key Stage 2 Languages (Spanish) is both formative and summative. Teachers regularly evaluate class and individual performance across the four key language skills: listening, speaking, reading, and writing.

The Language Angels scheme supports assessment by providing structured opportunities to track progress. Each unit includes an End-of-Unit Skills Assessment (Lesson 6), which informs teacher judgments and future planning.

Formative assessment strategies—such as observation, questioning, and in-lesson tasks—are used to monitor pupils' ongoing development. All pupil work is marked in line with the school's feedback policy.

Assessment outcomes are reviewed by the subject leader to monitor progression across year groups, inform curriculum development, and support teachers with targeted strategies to meet learners' needs.

MUSIC

(subject to change before 31.12.2026)

At St Anne's, we believe music is a powerful and unique form of communication that can change the way pupils feel, think and act. It brings together our school community, supports spiritual expression, and allows every child to flourish creatively and emotionally.

We aim to deliver a high-quality, inclusive music curriculum that engages and inspires pupils to develop a life-long love of music. Our teaching develops pupils' musical knowledge, skills and understanding through listening, performing, composing and appraising.

We want our pupils to:

- Be confident, expressive musicians
- Appreciate and respect a wide variety of musical traditions and genres
- Develop resilience and self-esteem through musical challenge and performance
- Collaborate creatively and thoughtfully with others
- Experience the joy of music as part of life in all its fullness

What is the aim of the Music curriculum at St. Anne's?

- **To foster a love of music and appreciation of different genres**
  Pupils explore music from a wide range of cultures, traditions, and historical periods.
- **To develop musical knowledge and skills**
  Children learn to sing, play tuned and untuned instruments, compose, and listen critically.
- **To encourage personal expression and creativity**
  Music is used as a means for children to express feelings, thoughts and identity.
- **To build self-confidence through performance**
  Pupils have regular opportunities to perform, both formally and informally, in class, assemblies, and school events.
- **To promote collaboration and teamwork**
  Group composition, ensemble work and singing nurture cooperation and respect.
- **To develop musical vocabulary and understanding**
  Pupils learn to talk about music using appropriate terminology and to describe, analyse and evaluate what they hear.
- **To provide inclusive opportunities for all learners**
  Music is accessible to all, with adaptations made for pupils with SEND and enrichment available for those with particular musical gifts.
- **To enrich the wider curriculum and spiritual life of the school**
  Music enhances collective worship, school celebrations, and cross-curricular learning.

What does Music at St Anne's look like?

Curriculum Design

We follow the **Kapow! Music Scheme**, which is fully aligned with the National Curriculum and supports progression across EYFS, KS1, and KS2.

The curriculum is organised around the interrelated dimensions of music:

- Pulse
- Rhythm
- Pitch
- Dynamics

- Tempo
- Structure
- Timbre
- Texture

Each unit includes elements of:

- Listening and appraising
- Singing and vocal development
- Playing instruments
- Improvising and composing
- Performing and evaluating

Teaching Sequence

Each music lesson typically includes:

- **Listening and appreciation** of a featured piece or genre
- **Warm-up and vocal exercises** to build technique and confidence
- **Musical skill development** (e.g. playing glockenspiels or percussion)
- **Composition or improvisation tasks**
- **Performance and feedback**
- **Reflection and celebration of learning**

Assessment and Progress

- Teachers assess pupils' musical development throughout each unit using Charanga's built-in assessment tools.
- Pupil progress is recorded termly using the **Lancashire Tracker**.
- Children are encouraged to reflect on their own learning and performance.
- The **Music Subject Leader** monitors progression across year groups and reviews the quality of teaching and learning.

What does a St Anne's Musician look like?

A St Anne's musician:

- **Enjoys listening to and creating music**
- **Can perform confidently as part of a group or individually**
- **Explores music using instruments, voice, and technology**
- **Uses musical vocabulary to express thoughts and preferences**
- **Respects and appreciates musical diversity**
- **Demonstrates the school values through music** – especially creativity, perseverance, and joy

Music Beyond the Classroom

To enrich the music curriculum, pupils at St Anne's also have access to:

- Peripatetic music lessons (guitar, ukulele & cornet)
- School choir and singing assemblies
- Opportunities to perform at school and community events
- Links with local secondary schools and music organisations
- Church services and worship music
- Whole-class instrument tuition (e.g. recorder, glockenspiel, cornet)
- School productions and performances

Key Principles of Music at St Anne's

- Every child is a musician – music is for all.

- Music is a joyful, spiritual and emotional part of life.
- Creativity and self-expression are central to learning.
- Progress in music is built over time through repetition and reflection.
- Music helps us connect to each other, our faith, and the wider world.

We believe: *"Teachers work hard to prepare the lesson; children work hard during the lesson."*

Monitoring and Leadership of Music

- The Music Subject Leader reviews planning, assessment data, and pupil voice to ensure high standards.
- Lesson observations and learning walks support staff development.
- CPD and support are provided to ensure all teachers feel confident in delivering music.
- School leaders monitor the impact of music on pupils' wider development and spiritual life.
- The school regularly reviews its provision against the Model Music Curriculum (2021)

ART & DESIGN

Art provides all pupils with the opportunity to express themselves creatively, develop their imagination, and explore the world through a visual and tactile medium. Art plays an important role in enabling pupils to develop a sense of identity, confidence, and appreciation for culture and the environment around them.

The Art National Curriculum (2014) describes what must be taught in Early Years and in each key stage.

What is the aim of the Art curriculum at St Anne's?

The aim of teaching Art in our school is to engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent, and create their own works of art, craft, and design.

In EYFS, art is taught within the Expressive Arts and Design area of learning, which lays the foundation for creativity and artistic development.

In Key Stage 1:

- Develop creativity and imagination.
- Begin to explore and use a variety of artistic techniques and materials.
- Learn about the work of a range of artists, craft makers, and designers.
- Start to evaluate and talk about art, including their own.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art reflects and shapes history and contributes to culture and creativity.

In Key Stage 2:

- Produce creative work and explore their ideas.
- Become proficient in drawing, painting, sculpture, and other art techniques.
- Evaluate and analyse creative works using the language of art.
- Know about great artists, craft makers, architects, and designers.

What does Art at St Anne's look like?

At St Anne's, each Art unit follows a clear, structured sequence designed to build skills progressively and ensure pupils engage deeply with the creative process. The units combine practical work with critical thinking, encouraging children to learn from great artists and develop their own artistic voice. Art is taught every term, sometimes every half term, by the class teacher. Each year group covers 4 themed units with a particular artist/ designer focus across the academic year.

Lesson 1: Researching an Artist*:*

- Children will be able to examine, identify, and talk confidently about the work of the chosen artist.
- They will describe differences and similarities between the artist's style and other practices.

KS1: Learn about a range of artists, craft makers, and designers, describing differences and making links to their own work.

KS2: Learn about great artists, architects, and designers throughout history.

Lesson 2: Design Using Drawing and Sketching Techniques

Children will learn and apply new drawing and sketching techniques with confidence in their work.
KS1: Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination.

KS2: Improve mastery of art and design techniques, including drawing, painting, and sculpture with a variety of materials.

Lessons 3 & 4: Creating Artwork Inspired by the Artist*:*

- To create artwork inspired by the artist studied, using both pencil and colour techniques.
- Design at least four initial images for their artwork.
- Draw detailed studies showing close observation of reference material.

- Reflect on and discuss their ideas throughout the process.
- Record progress and ideas in a sketchbook.
- Select a final design and explain the reasons for their choice.
- Complete a final piece suitable for display.

KS1: Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form, and space.

KS2: Further develop mastery of art and design techniques with a range of materials.

Lesson 5: Evaluating Artwork

To evaluate their own and others' artwork using appropriate artistic language.

- Provide constructive and positive feedback on their own work and that of peers.
- Share ideas and thoughts clearly with others.

KS1: Review and express thoughts and feelings about their own and others' work.

KS2: Compare ideas, methods, and approaches in their own and others' work; explain their thoughts and feelings; adapt their work according to feedback and reflect on future development.

Inclusion

Art plays an important part in the life of St Anne's. Here we believe every child should and will take part in creative activities. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Equal opportunities are given to develop understanding and enjoyment of art including learning about a diverse range of artists.

How is Art assessed at St Anne's?

Each class teacher is to assess a child using the skills progression documents that outline age-appropriate expectations in key areas, and the national curriculum. Summative judgements are recorded termly and submitted to the Head teacher and updated to the school tracking system. Evidence of attainment and progression should be seen in pupils' work, pupil voice to capture how the child talks about art, and whole-school moderation.

DESIGN & TECHNOLOGY

At St Anne's Church of England Primary School, we aim to provide all pupils with a deep and lasting understanding of Design and Technology through an engaging and hands-on curriculum. Our DT curriculum is designed to be inclusive, ambitious, and carefully sequenced to ensure every child develops practical skills, creativity, and problem-solving abilities.

The National Curriculum for Design and Technology (2014) outlines the key concepts and skills that must be taught at each stage of education. In the early years, the curriculum is guided by the Early Learning Goals framework, ensuring continuity and progression in the teaching of designing, making, and evaluating in a variety of contexts.

What is the aim of Design and Technology (DT) at St Anne's:

1. **To promote a positive attitude towards technology** and raise awareness of its impact on everyday life, both in school and beyond.
2. **To develop problem-solving skills, logical reasoning, and systematic thinking,** encouraging both independent work and effective collaboration with others.
3. **To build an understanding of materials,** their properties, manufacturing processes, costs, uses, and the constraints that influence design.
4. **To enable pupils to disassemble existing products,** investigate and assess them critically, and apply the insights gained to design their own creations.
5. **To provide opportunities for pupils to design their own products,** effectively communicating their ideas through 2D sketches, reports, and mock-ups.
6. **To allow pupils to bring their designs to life in 3D,** helping them transform their concepts into tangible objects.
7. **To develop practical skills for producing high-quality products,** including activities that allow pupils to apply finishes to their designs.
8. **To encourage pupils to test, evaluate, and refine their own products,** making improvements as needed.
9. **To enhance pupils' ability to research their market,** considering user needs and trends when designing products.
10. **To help pupils incorporate technology into their designs,** including the use of computers and software tools.
11. **To empower pupils to select and safely use the appropriate tools** for making their products, learning valuable technical skills in the process.

How we Implement the DT curriculum at St Anne's?

Curriculum

Teachers plan using a creative themed approach, based on national curriculum skills objectives. DT skills will be taught both within the theme and in isolation to ensure progression across year groups. Skills will be applied through direct teaching and practical activities, with children working collaboratively or independently using a variety of materials and tools. Planning is the teacher's responsibility and must align with the DT curriculum sequence available on the teacher's drive.

Strands Covered from Years 1-6

- Textiles
- Mechanisms
- Structures
- Food technology

Long Term Plan:

See appendix a.

Intentions:

- To explore a variety of materials, their uses, and capabilities.
- To encourage experimentation with techniques for fixing, modelling, combining, folding, and joining materials.
- To offer opportunities for building and disassembling using a range of construction equipment.
- To promote both independent and collaborative learning, allowing children to work in diverse ways.

Teaching Sequence:

All units will follow the following structure:

1. **Link it and research it**: look at unit question, link it to any prior knowledge or life experiences. Research into the overarching topic (e.g. pulleys, robots)
2. **Practice it**: have a go at doing the key skill. Such as make a basic pulley system or create an axel.
3. **Design:** Look at the unit brief and create a design of their own individual product idea.
4. **Resource it**: Consider what is needed to make the product. In upper Key Stage 2 costings and budgets should be discussed.
5. **Make it**: Spend time constructing the product.
6. **Evaluate it**: Reflect upon the construction process, the resources used, time, budgets, designs.

There is no set time that should be given to any of these stages, as long as they have been all completed within a unit of work.

Foundation Stage

In the Foundation Stage design and technology will be planned for in adult led and child directed activities. A wide range of activities and materials to develop necessary DT skills will be readily available at all times to all children. Design technology is planned and assessed under the prime area of physical development and the specific areas of understanding the world and expressive arts and design.

<u>What does a good designer look like?</u>

EYFS:

- **Is curious** about materials and how things work.
- **Is able to solve problems** by experimenting with different solutions.
- **Is creative,** using imagination to build and design with various materials.
- **Is developing practical skills,** handling tools and materials safely.
- **Is collaborative,** working with others to share ideas and complete tasks.
- **Is aware of materials,** understanding their uses and properties.
- **Is able to design and make,** expressing ideas through drawings or simple models.
- **Is reflective,** evaluating their work and considering improvements.
- **Is confident with tools,** using them safely with support.
- **Is aware of technology,** recognizing how everyday objects are designed and used.

Key stage 1:

- **Is able to explore and investigate** a range of materials and tools, understanding their properties and uses.
- **Is able to design products,** considering user needs, functionality, and design criteria.
- **Is able to select and use appropriate tools and materials** safely to make products.
- **Is able to apply practical skills** to create products, developing basic making and construction techniques.

- **Is able to evaluate their products,** identifying strengths, weaknesses, and potential improvements.
- **Is able to develop an understanding of the design process,** from initial ideas to finished products.
- **Is able to work collaboratively** with others, sharing ideas and contributing to group projects.
- **Is able to test and evaluate products,** considering how they work and whether they meet the intended purpose.

Key Stage 2:

- **Is able to research and investigate** existing products to understand how they work and how they meet user needs.
- **Is able to design products** considering purpose, functionality, aesthetics, and the needs of different users.
- **Is able to select and use a wide range of materials, tools, and equipment** effectively and safely, understanding their properties.
- **Is able to apply advanced making techniques** to create products that are functional, aesthetically pleasing, and durable.
- **Is able to evaluate their own and others' products,** considering strengths, weaknesses, and improvements based on feedback.
- **Is able to understand and apply the design process,** from initial ideas and prototypes to the final product, reflecting on progress at each stage.
- **Is able to communicate ideas effectively,** using sketches, diagrams, models, and written descriptions.
- **Is able to solve complex problems** through design and make decisions based on testing, research, and evaluation.
- **Is able to work independently and collaboratively,** contributing ideas, taking on roles, and respecting others' contributions in group projects.
- **Is able to understand the impact of design and technology on society and the environment,** considering sustainability and ethical issues in the design process

Health and Safety

It is recognised that Design and Technology can potentially be a dangerous subject and it is essential that there is adequate supervision and support whilst some tools / materials are being used. Potentially dangerous tools (e.g. knives and saws) are kept in a DT storage area in the key stage 2 store room or in the locked cupboard in the year 3 classroom, which are accessed only by adults. Teachers are encouraged to ask the curriculum leader for help when using potentially dangerous equipment for the first time.

Assessment and Monitoring

- At the end of each term, teacher judgement is recorded using the **Lancashire Tracker**. Both written work and verbal discussions contribute towards these decisions.
- The DT Subject Leader completes a **data analysis** each term to identify trends, strengths, and areas for development.

Principles of Design Technology at St Anne's:

At St Anne's, our teaching of Design and Technology is guided by the following core principles:

- A **"I wonder how"** attitude is promoted in all DT lessons, where curiosity and creative thinking are encouraged and valued.
- **High expectations** are held for all pupils, regardless of their prior knowledge or experience in design and technology.
- Lessons are **accessible to all**, with a focus on developing a deep understanding of design concepts through hands-on exploration, experimentation, and discussion.
- **Success is measured by creativity, problem-solving, and critical thinking,** not just achieving a specific outcome.

- Children are encouraged to **ask questions, brainstorm ideas, make predictions, and use observations** in their design process.
- **Differences in ability are not fixed**—all children are supported and challenged to develop their skills in designing, making, and evaluating.
- We believe: **"Teachers carefully plan for exploration; children actively engage in creating and innovating."**

Appendices

Appendix a:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1				**Structures** Including an axel (Make a swing or gardening tool - wheelbarrow)	**Mechanisms** Robots – (including 1 moving part)	**Food** (A tiger came to tea tea party, make a sandwich)
Year 2			**Mechanisms** Moon buggies (axle and wheels) Link to structure		**Textiles** Puppets (joining and sewing)	**Food** (link to healthy week)
Year 3			**Mechanisms** Pulley system (making a well)	**Structure** Aesthetic and sound link to Ancient Greek structures		**Food** (linked to how does your garden grow – pizza)
Year 4		**Structures** Wizard wands (electrical circuit)	**Mechanisms** Link to Wallace and Gromit (English) – inc levers and pulley	**Food** Spanish meal		
Year 5		**Textiles** Tapestry linked to weather and climate **Food** 2 course meal (link to Oliver Twist)		**Mechanisms** Making a boat (electrical system and gears) Link with structures (use recycled materials)		
Year 6	**Mechanisms** Make a vehicle to race to The South Pole (inc axel, wheels, pulley, lever, gears and electric)			**Food** North America inspired 3 course meal		**Textiles** A keepsake (sewing, joining etc)

PERSONAL, SOCIAL AND HEALTH EDUCTION

At St Anne's Church of England Primary School, we aim to provide all pupils with the knowledge, skills and attributes to live healthy, safe, responsible and fulfilling lives. Our PSHE curriculum is inclusive, ambitious, and carefully sequenced to ensure every child develops emotional literacy, resilience and positive relationships.

The Department for Education (2019) sets out statutory requirements for Relationships Education and Health Education. In Early Years the curriculum is guided by the Early Learning Goals framework. This ensured continuity and progression in the teaching of PSHE across all key stages.

What is the aim of the PSHE curriculum at St Anne's?

1. Develop self-awareness, confidence and resilience. Pupils build secure foundations for lifelong wellbeing by exploring personal and social skills in depth, making informed choices and managing their feelings effectively.
2. Promote positive relationships and respect for other. Through carefully planned lessons, pupils develop the ability to communicate, cooperate and resolve conflict, while valuing diversity and showing empathy.
3. Support mental and physical health. Children are taught strategies for keeping healthy, staying safe online and offline, managing risks and making decisions that contribute to wellbeing.
4. Prepare pupils for life in the wider world. Pupils learn about rights, responsibilities, money management and the importance of contributing to community and society.
5. Access an inclusive and supportive learning environment. Through a spiral curriculum, all children regardless of background or need have the opportunity to explore PSHE topics at an age-appropriate level, with scaffolding and challenge provided to meet individual needs.
6. Develop a positive attitude towards themselves and others. Pupils are encouraged to see themselves as unique individuals created in God's image, showing resilience, kindness and responsibility in their relationships.
7. Achieve readiness for the next stage of learning life. By the end of each year children are expected to have mastered the age-appropriate content taught, ensuring they are prepared for future learning and personal development.

What does PSHE at St Anne's look like?

Curriculum

At St Anne's we deliver SCARF, a comprehensive and progressive scheme of work for PSHE and Wellbeing education. The spiral curriculum is built around six recurring themes:

1. ME and My Relationships-feelings, emotions, friendships, conflict resolution.
2. Valuing Differences-respect, diversity, British values.
3. Keeping Myself Safe-physical safety, road safety, online safety, managing risk.
4. Rights and Responsibilities-money, community, environment.
5. Being My Best-health, resilience, goal-setting, growth mind-set.
6. Growing and Changing-puberty, reproduction, relationships.

Lessons are sequenced to build knowledge and skills over time. Adaptions are made to ensure statutory Relationships and Health Education requirements are met and to prepare children appropriately for adolescence and transition to secondary school.

Teaching and Learning

- Lessons are interactive, using discussion, role-play, story, film and activities to promote engagement and understanding.
- Class teachers or Teaching Assistants deliver weekly PSHE lessons.
- Sensitive issues are taught in a safe and supportive environment, underpinned by the school's safeguarding procedures.
- The curriculum is inclusive and responsive to needs of pupils including SEND and EAL.

Teaching Sequence

Lessons will generally include:

- Starter activity to engage and connect with prior learning and picture news to take place.
- Introduction of key theme or question.
- Input/teaching session with opportunities for modelling and discussion.
- Guided activities.
- Independent or group activities to apply learning.
- Reflection and plenary, often linked to SCARF 'I Can@ outcomes or 'Wearing my SCARF' reflections.

Principles of the PSHE curriculum at St Anne's

- A 'can do' attitude towards personal growth and wellbeing.
- High expectations or respectful behaviour and positive relationships for all pupils.
- Lessons accessible to all, with depth of reflection valued over speed of coverage.
- Success measured by understanding, personal growth and resilience.
- Differences in identity and ability are celebrated and respected.

Assessment and Impact of PSHE at St Anne's

- Pre-assessment of what children already know.
- Formative assessment during lessons through questioning, discussion and activities.
- Summative assessment at the end of units using SCARF 'I can' statements.
- Pupil reflection through 'Wearing my SCARF' enabling children to identify personal progress and next steps.
- The PSHE Subject Leader monitors …….and reports to governors annually.

Parental Engagement

- Parents are informed about the content of RSE and invited t view resources.

- Parents have the right to withdraw their child from non-statutory Sex Education, but not from Relationships or Health Education.
- The headteacher meets with parents who request withdrawal to discuss the benefits of PSHE and agree next steps.

Monitoring and Review

- The PSHE subject leader oversees curriculum implementation, provides support for staff and ensures teaching remains current and effective.
- The policy is reviewed annually taking into account statutory updates, feedback from staff, pupils and parents.

Appendix

SCARF Long Term Plan

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Nursery	Marvellous me! I'm special People who are special to me	Me and my friends * Friends and family * Including everyone *	People who help me and keep me safe Safety indoors and outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Reception	All about me* What makes me special Me and my special people Who can help me? My feelings My feelings (2)	I'm special, you're special* Same and different* Same and different families* Same and different homes* I am caring* I am a friend*	What's safe to go onto my body Keeping Myself Safe-what's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): Recognising, spending, using Looking after money (2): saving money and keeping it safe	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life stages-plants, animals, humans Life stages: human life stage-who will I be? Where do babies come from? Getting bigger Me and my body-girls and boys
Y1	Why we have classroom rules * How are you listening Thinking about feelings Our feelings Feelings and bodies Good friends	Same or different * Unkindness, teasing or bullying Harold's school rules It's not fair * Who are our special people? Our special people balloons	Super sleep Who can help? (1) Good or bad touches Sharing pictures What could Harold do? Harold loses Geoffrey	Harold has a bad day Around and about the school Taking care of something * Harold's money How should we look after our money? Basic first aid	I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body (optional)	Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private
Y2	Our ideal classroom (1) * Our ideal classroom (2 Optional) * How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that!	What makes us who we are? My special people How do we make others feel? When someone is feeling left out * An act of kindness * Solve the problem	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Getting on with others * When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping (optional)	You can do it! My day Harold's postcard-helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs…(optional)	A helping hand Sam moves away Haven't you grown? My body, your body! Respecting privacy Some secrets should never be kept
	Bullying or teasing? (optional)			How can we look after our environment?	Basic first aid	

Y3	As a rule * Looking after our special people How we solve this problem? Tangram team challenge (optional) Friends are special Thunks Dan's dare My special pet (optional)	Respect and challenge * Family and friends My community Our friends and neighbours * Let's celebrate our differences * Zeb	Safe or unsafe? Danger or risk? The risk robot Super searcher Help or harm? Alcohol and cigarettes: the facts Raisin challenge (optional)	Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up! (optional)	Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents Getting on with your nerves! (optional)	Relationship tree Body space None of your business! Secret or surprise? My changing body Basic first aid
Y4	Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings * When feelings change (optional) Under pressure	Can you sort it? * What would I do? * The people we share our world with * That is such a stereotype! Friend or acquaintance? Islands	Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label Know the norms (optional) Traffic lights (optional)	Who helps us stay healthy and safe? It's your right * How do we make a difference? * In the news! Safety in numbers Harold's expenses Why pay taxes? Lego quiz (optional)	What makes me ME! * Making choices SCARF hotel Harold's seven Rs My school community (1) Basic first aid Volunteering in cool (optional)	Moving house My feelings are all over the place! All change! Preparing for changes at puberty Secret or surprise? Together
Y5	Collaborative Challenge! Give and take Communication (optional) * How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Qualities of friendship Kind conversations * Happy being me The land of the red people * Is it true? Stop, start, stereotypes It could happen to anyone (optional)	Spot bullying Play, like, share (1) Play, like, share (2) Decision dilemmas Vaping: healthy or unhealthy Would you risk it? Ella's diary dilemma (optional) 'Thunking' about habits (optional) Drugs: true or false? (optional) Smoking: what is normal? (optional)	What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils (optional)	It all adds up! Different skills My community (2) Independence and responsibility Star qualities Basic first aid, including sepsis	How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Help! I'm a teenager-get me out of here! Dear Hetty (optional)

Y6	Working together Let's negotiate (optional) Solve the friendship problem Dan's day (optional) Behave yourself Assertive skills Don't force me Acting appropriately	Ok to be different * We have more in common than not Respecting differences * Tolerance and respect for others * Advertising friendships! Boys will be boys? - challenging gender stereotypes	Think before you click! It's a puzzle (optional) To share or not to share? Rat pack What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1 optional)	Two sides to every story Facebook friends What's it worth? Jobs and taxes (optional) Happy shoppers-caring for the environment Action stations! (optional) Project pitch (parts 1 and 2 optional) Democracy in Britain 1-Elections * Democracy in Britain 2-How (most) laws are made* Community art (optional)	This will be your life! Our recommendations What's the risk (1) What's the risk (2) Basic first aid: including sepsis awareness Five ways to wellbeing project	I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies What is HIV? (optional) Online sexual content (optional) Intimate images and online sharing (optional)

RSE

Protected characteristics

* British Values

RELATIONSHIPS AND SEX EDUCATION

At St Anne's Church of England Primary School, we aim to provide all pupils with a deep and lasting understanding of relationships, health, and personal development through a carefully sequenced curriculum. Our RSE curriculum is designed to be inclusive, ambitious, and responsive to the needs of all pupils, enabling them to build positive relationships, develop respect for themselves and others, and be well-prepared for the next stages of life.
The statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education (DfE, 2019) sets out what must be taught in primary schools. In Early Years, learning is guided by the Early Learning Goals framework. This ensures continuity and progression throughout a child's journey at St Anne's.

What is the aim of the RSE curriculum at St Anne's?

- Develop a secure understanding of healthy relationships
- Become confident and resilient individuals
- Respect diversity and difference
- Understand growth and change
- Access an inclusive and supportive learning environment
- Use age-appropriate resources to support understanding
- Develop a positive attitude towards themselves and others
- Achieve readiness for the next stage of life

What does RSE at St Anne's look like?

Curriculum

At St Anne's we deliver SCARF (Safety, Caring, Achievement, Resilience, Friendship), a spiral curriculum that builds knowledge and skills progressively across year groups.

Intent of SCARF

- Lesson design identifies the new knowledge to be taught, the key points, the sensitive areas, and a carefully sequenced journey through learning.
- Teachers and Teaching Assistants assess throughout, questioning pupils to check understanding and broadening or deepening where necessary.
- Lessons include discussion, role play, stories, reflection, and opportunities for pupils to express their thoughts and feelings.
- The class works together on the same key themes, with additional support and extension provided as needed.
- Sensitive topics are approached in an age-appropriate, honest, and respectful manner.
- Where pupils need additional support (e.g. SEND or delayed cognitive development), adaptations are made in partnership with families and the SENDCo.

Teaching sequence

- Starter activity (linked to prior learning or experiences)
- Introduction to the theme (age-appropriate stimulus such as a story, film clip, or scenario)
- Guided discussion and teaching (linked to the learning outcome)
- Collaborative activities (paired, group, or class work to explore key ideas)

- Independent or reflective activities (individual responses through writing, drawing, or role play)
- Plenary/reflection (pupils share learning, consolidate key messages, and consider application beyond the classroom).

Assessment and Impact of RSE at St Anne's

- The RSE curriculum is designed to ensure meaningful outcomes for all pupils, evidenced through observations, pupil voice, and assessment opportunities within SCARF.
- Assessment in RSE is ipsative: pupils are assessed against their own starting points, with progress measured in terms of personal growth and understanding rather than formal grades.
- Teachers monitor learning through questioning, discussion, and reflective tasks.
- The Subject Leader analyses curriculum delivery and ensures progression across the school.

Principles of the RSE Curriculum

- A 'can do' attitude and respect for every child's contributions.
- High expectations for all pupils, regardless of background or starting point.
- Lessons that are inclusive, respectful of diversity, and accessible to all.
- Success measured by personal understanding and growth, not comparison with others.
- Sensitive issues addressed with honesty, balance, and age-appropriate strategies.
- Strong partnership with parents, who are kept informed about content and have the right to withdraw from sex education elements (but not statutory relationships or health education).

Summative Assessment and Monitoring

- Each half term, teachers use SCARF's built-in assessment opportunities to reflect on pupil progress.
- The Subject Leader completes monitoring and evaluation through lesson observations, pupil voice, and curriculum reviews.
- Findings inform staff CPD and curriculum development.
- The policy is reviewed annually by staff and governors to ensure it remains statutory, relevant, and effective.

Dissemination of the Policy

- The policy is shared with parents, staff, and governors and published on the school website.
- Families are informed of SCARF's adoption and can request further details.
- Parents wishing to withdraw their child from sex education should discuss this with the Headteacher; a suitable alternative will be provided.

Appendix

SCARF Long Term Plan

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

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