



Curriculum

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Our Curriculum Intent

The Broad Oak curriculum has the National Curriculum aims and programmes of study at its heart, with each of the subjects being taught discreetly as part of a 2 year cycle. The Identified endpoints ensure that our pupils are well prepared for the next stage of their education.

Our core values are embedded across the curriculum for the whole school. They provide a common language and shared understanding of our ambition to develop resilient, responsible and creative learners. To secure this, we provide additional teaching and learning opportunities within and beyond the classroom ensuring links with our local community – for example, our participation and involvement with Didsbury in Bloom. All pupils in years 1-6 receive an offer of character education in the form of ‘Forest Crew’ for at least half a term each year. Additionally, Broad Oak pupils participate in a wide range of extra-curricular opportunities, including sports and competitions.

Expectations for all our pupils, including those who are disadvantaged or have SEND needs, are high. We adapt the curriculum to ensure success for all pupils and where necessary, provide a more specialist curriculum or environment.

1. Reading

At Broad Oak, it is our intention to teach Reading in alignment with our core values.

Attitude	We endeavour to have a positive attitude towards reading, and encourage all children to read widely and often, both within and outside our school curriculum.
Behaviour	We strive to be responsible for the actions that we take at all times, and develop positive behaviours for reading, such as being open to exploring all genres, self-correcting in our own reading, and re-reading our own writing during the editing process.
Courage	We aspire to give children courage to overcome their fears when faced with challenges in reading, and the support needed to achieve to the best of their abilities.
Determination	We work hard to overcome obstacles in order to reach our reading goals, and our daily reading lessons are a priority from EYFs to KS2. We also reward those who read everyday at home with a ticket to enter our weekly reading raffle.
Enthusiasm	We are enthusiastic about reading, immersing our youngest children in exciting stories in EYFS, and building our English curriculum around carefully selected class novels from a range of genres across Key Stage 1 and 2.

1.1 Intent

Broad Oak Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities.

To achieve this we ensure that:

- All children develop a love of reading and engage with reading regularly in school and outside the classroom.
- All children will be able to read fluently and confidently by the time they leave Broad Oak Primary School.

- Children are exposed to high quality texts throughout their time at Broad Oak. Stories, poems, rhymes and non-fiction are chosen to develop pupils' vocabulary, language comprehension and love of reading.
- Children and staff at Broad Oak are kept up to date with the latest developments in children's reading
- Any children that are not working at an age related level, receive additional support.
- Children are given opportunities to apply their reading skills across the curriculum.
- Children are read to regularly by an adult. This includes a combination of authors, teachers and parents/carers.

Phonics

At Broad Oak, the teaching of phonics is embedded within English teaching in each class where appropriate. In Nursery, Reception and Year 1, phonics is taught as daily, stand-alone lessons for 20-30 minutes. These lessons are delivered to differentiated groups (aligned with their phonics stage) by teachers and teaching assistants. Phonics is systematically planned using the lesson structure and teaching order of our chosen phonics scheme, Read Write Inc. The Reading leader assesses all pupils in Reception and KS1 every half term and the children are re-grouped accordingly. Those pupils who require additional one to one support to help them keep up receive daily short targeted intervention. Reading books are selected to match the phonic ability of each child.

We follow the National Curriculum. English is both a subject in its own right, but is also essential across the curriculum to empower learners effectively to gain fluency in the English Language. Fluency in the English language is an essential foundation for success in all subjects. We know that spoken language, reading and writing are intricately linked and take every opportunity to make this known to our children. Our curriculum will develop pupils' reading in all subjects to support their problem solving efficiently. Children will be taught to read fluently, understand a variety of texts and to read for pleasure. Our curriculum will do everything to promote wider reading, including setting ambitious expectations for reading at home. The majority of teaching reading is through guided reading sessions. Reading consists of a range of complex dimensions:

Phonemic awareness

Phonemes are the smallest units making up spoken language. Phonemes combine to form syllables and words. Phonemic awareness refers to the ability to identify and manipulate these phonemes in spoken words. It is also the understanding that the sounds of spoken language work together to make words.

Using phonics

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognise familiar words and to decode unfamiliar ones.

Vocabulary development

refers to the knowledge of stored information about the meanings and pronunciations of words and phrases necessary for communication. Vocabulary development enables pupils to determine if a word/phrase makes sense based on their understanding of the context.

Reading fluency

Fluency is the ability to read words accurately and quickly. Fluent readers recognise words and comprehend them simultaneously. Reading fluency and phrasing is a critical factor necessary for reading comprehension. If children read out loud with speed, accuracy, and proper expression, they are more likely to comprehend effectively on the run.

Comprehension

(both listening and reading) allows pupils to summarise, infer, deduct and retrieve effectively. Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text.

1.2 Implementation

Reading is taught daily to all pupils from EYFS to Year 6. In Nursery, there is a daily story time with the key text of the week supplemented by other stories either related to the theme or requested by the children from the book corner. Reception pupils also have a RWInc phonics/reading session in addition to the daily story time. In KS1, pupils receive a daily RWInc phonics and reading session. In Year 2, the texts become progressively longer and pupils are taught comprehension skills in preparation for statutory testing. Pupils in years 2-6 receive whole-class reading sessions three times every week around a planned selection of class texts (approximately one in every half term). During these sessions, the text is read aloud by the teacher and the children respond to the text over a planned sequence of lessons that encompass the skills of vocabulary building, comprehension and responding to the text. This approach is supplemented with two Reading Plus sessions.

1.3 Impact

Children make good progress in reading towards clearly identified half termly targets for each year group. Those pupils who begin to fall behind are quickly identified and receive 1:1 or group tuition to help them catch up with their peers.

2. Writing

2.1 Intent

Broad Oak Primary School ensures that every pupil will become enthusiastic writers through a variety of writing opportunities.

To achieve this, we aim to ensure that:

- All children will develop an understanding of grammar and punctuation and be able to apply this accurately to their written work.
- Children will use discussion in order to learn: they should be able to elaborate and explain clearly their understanding and ideas.
- Children will spell words confidently and accurately: to begin with, pupils should use their phonics knowledge before moving on to applying known spelling conventions and learning the spellings of common exception words.
- Children will write legibly and fluently in our school's chosen style of joined handwriting (see our school's handwriting policy).
- Children will produce effective, well-presented written work.
- Children will express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical / descriptive vocabulary.
- Develop powers of imagination, inventiveness and critical awareness in all areas of literacy.
- Any children not working at an age related level will receive additional support.
- Children identified with spelling as a barrier to learning will receive additional support.

2.2 Implementation

Writing planning and teaching

Teachers from Year 1 to Year 6 plan each unit of work on our school unit plan proforma, ensuring all key areas of teaching are included as listed below:

- unpicking the genre/text type
- reading for writing
- grammar for writing
- vocabulary building
- talk for writing/oral rehearsal
- writing planning
- modelled/shared/guided writing
- editing/improving/assessing/evaluating writing

Writing is taught daily for a minimum of 45 minutes. All areas of learning leading to the writing outcome are recorded in the pupil's toolkit book (grey) and the final outcome pieces are recorded in the pupils writing outcome book (light blue). Each half term, at least one non-fiction genre will be taught, ensuring that by the end of the academic year, children have written for a range of different purposes. Where possible, writing outcomes will be linked to the current unit of Topic.

Year group objectives:

At Broad Oak, we follow the National Curriculum objectives for teaching writing. Each phase's objectives have been separated into year group specific objectives on our school assessment tool: Pupil Tracker. Additionally, each year group has its own year group WILF, which shows the grammatical features that we expect to see in writing of this level. This ensures that, every year, objectives are built on so that the pupils are constantly widening the range of grammatical features which they can use in their writing.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are achieving below the age related expectation or are making less than expected progress and take steps to improve their attainment and progress. More able children are identified and suitable learning challenges provided through higher level texts and targeted teaching sessions, aimed at extending their learning further.

Children with additional needs or who are identified SEND in English receive tailored support and interventions based on the pupil's individual needs.

2.3 Impact

We aim for our pupils to:

- have an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- develop an understanding of grammar and punctuation and be able to apply this accurately to their written work;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn: they should be able to elaborate and explain clearly their understanding and ideas;
- spell words confidently and accurately: to begin with, pupils should use their phonics knowledge before moving on to applying known spelling conventions and learning the spellings of common exception words;
- write legibly and fluently in our school's chosen style of joined handwriting (see our school's handwriting policy);
- produce effective, well-presented written work;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy.

3. Maths

Attitude	Our curriculum seeks to foster a curiosity in mathematics through exploration, problem solving and pattern seeking. We aim to develop children's ability to think critically, and promote objective attitudes with a respect for evidence and fact. Furthermore, children are taught to be open-minded to other opinions or points of view, unafraid to question things that they do not understand.
Behaviour	The discipline of Maths, and 'thinking mathematically', is characterised by particular behaviours and it is those behaviours that our curriculum seeks to promote. Children are taught how to question and explore, work systematically, visualise, conjecture, explain, generalise, justify and prove their thinking in mathematics.
Courage	We aspire to do what is right even when we are faced with fears. We will endeavour to have the courage to make the right choices, to explore ideas, to ask relevant questions about mathematical phenomena and the world around us. We will have the courage to make our own decisions about the most appropriate type of approach we might use, to make predictions, to challenge observations and to suggest further questions based on conclusions.
Determination	The body of mathematical knowledge and understanding that exists today owes its origin and existence to the collective efforts of mathematicians from different societies, cultures and times. It is the determination shown by these individuals over thousands of years that has led to the scientific discoveries that form the rubric of modern life and society. Our curriculum gives children opportunities to appreciate and understand that these endeavours and achievements have been realised through significant effort.
Enthusiasm	We demonstrate an enthusiastic approach to all of our learning in Mathematics, taking pride in our achievements. We will have a positive attitude to all challenges in order to improve our skills and become reflective learners.
Friendship	Friendship and collaborative working is an intrinsic element of our approach in Mathematics.
Resilience	Current mathematical knowledge only exists because of the resilience and pioneering attitude held by mathematicians over thousands of years. Throughout history, there has often been a resistance to accept new mathematical thinking or ideas when they challenge current established knowledge or 'facts'. Without the resilience shown by the proponents of these

new ideas, many new discoveries may not have taken place. Continuing to try when faced with adversity or difficulty underpins our approach.

3.1 Intent

Broad Oak Primary School is determined that every pupil will receive a high quality education in Mathematics providing a foundation for understanding of the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject.

In accord with the National Curriculum, our aim is that all pupils:

- are able to reason mathematically using appropriate mathematical language;
- become mathematically fluent through varied and frequent practice; develop conceptual understanding and the ability to recall knowledge rapidly and accurately;
- are able to solve problems, using their mathematical knowledge to break them down into simpler steps.

Although the programmes of study are arranged into distinct domains, children are encouraged to make connections between ideas to develop fluency, reasoning and problem solving skills. This ‘mastery’ approach is underpinned by five big ideas:

Coherence

Teaching is designed to enable a coherent progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of maths that they can apply in a range of contexts.

Representation and Structure

Representations are used to expose mathematical structures so that pupils ‘see’ the mathematics, rather than using the representation as a tool to ‘do’ the mathematics. The representations then become mental images that can be used when thinking about the mathematics.

Mathematical thinking

Mathematical thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language.

Fluency

Firstly, accurate recall of number facts is essential for fluency, freeing pupils’ working memories up to think about concepts and problems. Fluency is also about choosing the most appropriate methods and strategies to solve problems, recognising relationships and connections and having the ability to move between different contexts and representations.

Variation

Variation is used to draw pupils' attention to a concept or structure through varying some elements, whilst keeping others the same. Conceptual variation involves varying how a concept is represented to highlight critical features. Procedural variation considers how the learning sequence proceeds.

3.2 Implementation

At Broad Oak, our classes are vertically grouped meaning that within any one class are pupils from 2 year groups.

In KS1, children are organised into single aged 'Maths teams' and are taught by a teacher from the KS1 team. Each Maths team teacher plans learning using the relevant age appropriate objectives and resources. This is to enable the year 1 pupils to concentrate on securing the most fundamental concepts, whilst the year 2 curriculum broadens in preparation for KS1 statutory assessment.

In KS2, children are taught by the class teacher in their mixed aged classes. Mathematics is taught daily and follows the White Rose scheme of work. Units of learning are blocked thematically which allows for depth and breadth within each area of mathematics.

The principles of our mastery approach are as follows:

- Every child can learn and enjoy mathematics.
- Children's learning behaviours are developed to encourage reasoning and making connections.
- Curriculum design is detailed and coherent, supporting progress over time.

In the classroom:

- Lessons are designed as a series of carefully sequenced steps, so ensuring progression and understanding is built upon.
- Representations, models and examples are chosen deliberately to reveal mathematical concepts and build connections. Children move from concrete models to pictorial representations, before being introduced to an abstract concept. The 'CPA' approach is used with all pupils, not just those with SEND.
- Procedural fluency is developed alongside conceptual understanding.
- Precise mathematical language is taught enabling pupils to be able to communicate their reasoning clearly. The use of stem sentences supports the children in the correct use of vocabulary and supports understanding of key concepts and making generalisations.
- Key number facts are learnt to automaticity and mathematical facts are practised regularly. The children regularly access 'Times Tables Rock Stars' to practise fluent recall of number facts.

3.3 Impact

The majority of pupils will progress through the programme of study at broadly the same pace. However, decisions about when to progress are based on the security of pupils'

understanding and their readiness for the next stage in learning. Pupils who understand concepts quickly are challenged with more sophisticated problems before moving on to any new content.

Those pupils whose progress is slower are given the opportunity to consolidate their understanding through additional practice. Pre-teaching and rapid intervention is used for those children who are at risk of falling behind.

Day to day formative assessment is used in conjunction with regular 'low stakes quizzing' and end of block assessments to inform short and medium term plans. Further assessment takes place annually using the nfer mathematics materials.

Pupils' achievements in relation to the National Curriculum objectives are recorded using an online recording system, Educater.

The impact of the curriculum is monitored through data analysis, learning walks, observation of teaching, book scrutiny and pupil and staff voice.

4. Science

At Broad Oak, it is our intention to teach Science in alignment with our core values.

Attitude	We endeavour to have a positive attitude towards all learning opportunities in all aspects of Science, including scientific knowledge and conceptual understanding, nature, processes and methods of science and uses and implications.
Behaviour	We strive to be responsible for the actions that we take at all times. We aspire to develop a natural curiosity, to develop an understanding of the world and our essential enquiry skills. We aim to behave as scientists of our futures as we build our understanding of the value and place science has in our lives.
Courage	We aspire to do what is right even when we are faced with fears. We will endeavour to have the courage to make the right choices, to explore ideas, to ask relevant questions about the world around us and scientific phenomena. We will have the courage to make our own decisions about the most appropriate type of scientific enquiry we might use, to make predictions, to challenge observations and to suggest further questions based on conclusions.
Determination	We work hard to overcome obstacles in order to reach goals and support others. We will strive to develop our determination when encountering abstract ideas and when recognising that scientific ideas change and develop over time.
Enthusiasm	We demonstrate an enthusiastic approach to all our learning, promoting the importance of taking part and taking pride in our achievements. We will have a positive attitude to all challenges in order to improve our skills and become reflective learners.
Friendship	We work together to ensure that friendship is at the heart of all we do, fostering a caring and supportive environment in order for us to achieve a secure sense of belonging through all our relationships.
Resilience	We aim to keep on trying and recover successfully when things become difficult, accepting that scientific ideas change and develop over time as we gain a deeper understanding of a wide range of scientific ideas.

4.1 Intent

At Broad Oak, we use the RS 'Switched on Science' scheme of work as a basis for our Science curriculum. It provides full coverage of the programme of study contained within the National Curriculum. This 'spiral' scheme of work that runs through KS 1 & 2 is organised into thematic half termly units- each unit comprising of approximately six lessons, meaning that pupils receive weekly science teaching.

Each unit of work begins with an elicitation of prior knowledge, the outcomes of which are used to shape and adapt future learning. Each lesson in the unit has a clear objective, and the skills, knowledge and concepts in focus are outlined clearly, forming a coherent and progressive programme of work.

The contexts for learning in science are meaningful, ensuring that pupils relate the science they are learning to their own lives as well as the wider world. Independence and curiosity is promoted as pupils are encouraged to ask and answer their own questions and make their own decisions on their own enquiries.

4.2 Implementation

Pupils have regular opportunities for 'hands on' practical activities as well as opportunities to think about or research scientific ideas or skills. The practical science enquiry activities include opportunities for observation, fair testing, identifying and classifying, researching and pattern seeking.

Key scientific vocabulary is taught explicitly and pupils are encouraged to use it appropriately when communicating their scientific ideas and understanding verbally or in writing.

4.3 Impact

Pupils' knowledge and skills are developed through a series of planned learning experiences which build on previous knowledge and understanding. The expected outcomes at the end of each lesson, or unit of work, are used as the basis for assessment in both subject knowledge and working scientifically. Assessing pupil's progress is made using strategies in a variety of contexts, including: written outcomes, direct observation, questioning and speaking and listening activities. Pupils' achievement and progress towards these expected outcomes is recorded electronically using the 'Educater' system. This information is used formatively for planning future lessons and summatively in monitoring standards and the impact of curriculum implementation. To complement teacher assessment, self and peer evaluation is also used to develop pupil's ability to reflect on their own learning.

Pupils have regular opportunities for applying the skills of 'Working Scientifically' in the context of problem solving activities. In order to further embed their ideas and skills, pupils also have opportunities to apply their learning in a variety of contexts.

5. Physical Education

At Broad Oak, it is our intention to teach PE in alignment with our core values:

Attitude	We endeavour to have a positive attitude towards all sporting activities, showing good sportsmanship and respect to all.
Behaviour	We strive to be responsible for the actions that we take at all times, showing respect for the rules expected in each sport.
Courage	We aspire to do what is right even when we are faced with fears, challenging ourselves to join in and give all sports a go even when we feel unsure.
Determination	We work hard to overcome obstacles in order to reach our goals, never giving up in the face of adversity.
Enthusiasm	We demonstrate an enthusiastic approach to all sports, promoting the importance of taking part and taking pride in our achievements.
Friendship	We work together to ensure that friendship is at the heart of all we do, fostering a caring and supportive environment in order for us to achieve a secure sense of belonging through all our relationships through sport.
Resilience	We aim to keep on trying and recover successfully when things become difficult.

5.1 Intent

At Broad Oak we strongly believe that physical development is essential to the development of the whole child. Through good physical education, whole school core values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best.

We want children to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education curriculum allows all children to have the skills and mind-set to leave primary school with:

- the capabilities to be successful in their sporting challenges;
- knowledge of what comprises a healthy lifestyle;
- self-confidence and self-esteem;
- the ability to work in a team;
- a life-long love of physical activity.

5.2 Implementation

Broad Oak uses the GetSet4PE scheme. This scheme ensures a holistic approach, developing 'whole-child outcomes' which include not only the physical aspect of P.E., but also the social and emotional elements.

The whole child outcomes demonstrate how the unit develops children's confidence, competence, control, and character, as well as how they collaborate with others.

The scheme of work also includes key skills, cross curricular links, the assessment criteria for that unit and any health and safety considerations.

5.3 Impact

Physical Education in EYFS

Physical education in the early years aims to build both fine and gross motor skills and an awareness of self in space, proprioception- often referred to as the sixth sense.

The Early Years outdoor area provides opportunities for the children to run, jump, cycle and build. These activities encourage not only the skills of cooperation and collaboration, but assist with coordination and muscle development.

Areas covered in P.E. within EYFS are: Introduction to P.E, Fundamentals, Dance, Gymnastics, Ball Skills and Games.

Physical Education in KS1

In KS1, pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.

Areas covered in P.E. within KS1 are: Introduction to P.E, Fundamentals, Dance, Gymnastics, Balls Skills and Games.

Physical Education in KS2

In KS2, pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

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

6. Religious Education

At Broad Oak, it is our intention to teach **Religious Education** in alignment with our core values.

Attitude	We will work hard to encourage all children to develop positive attitudes towards the beliefs and values of others through self-awareness, respect for others, and open-mindedness.
Behaviour	Our goal is to help all children to grow in their ability to tolerate, respect, and be sensitive to others, especially those who hold beliefs and faiths that are different from their own.
Courage	We will support and guide our children to make the right choices, explore ideas and ask relevant questions that will promote inquisitive minds when learning about different religions and the wider world.
Determination	We will strive to provide our children with the best opportunity to achieve their potential and develop into independent learners, irrespective of their background, culture, ethnic origin, religion or any other status.
Enthusiasm	We will take an enthusiastic approach to all learning, encouraging participation and taking pride in accomplishments by offering a Religious Education curriculum that is demanding, motivating and enjoyable.
Friendship	Everyone is valued and given a voice at Broad Oak, a welcoming, supportive, and caring learning environment. To enable them to succeed, we want to give our children the tools they need to lead secure, happy, and fulfilling lives.
Resilience	We will work to foster knowledge of various world religions, as well as a better understanding and awareness of other people's beliefs, values, and traditions in other people, societies, communities and cultures. We will motivate our children to think critically about their own thoughts, values and experiences as well as the world around them.

6.1 Intent

We will provide a RE curriculum that is challenging, inspiring and fun. Pupils will develop knowledge and understand a range of religions and worldviews. All pupils will be given opportunities to ask questions, encouraged to be curious and express their own ideas. RE plays an important role, along with all other curriculum areas, particularly PSHE and the teaching of British Values, in promoting the spiritual, moral, social and cultural development of our pupils.

At Broad Oak, we use the Agreed Manchester Syllabus for KS1 and KS2 and Development Matters for EYFS, as a basis for teaching a broad and balanced RE curriculum for all our pupils.

6.2 Implementation

EYFS

Pupils will be encouraged to talk about past and present events in their own lives and in the lives of family members. They will develop an understanding that others don't always enjoy the same things, and are sensitive to this. They will know about similarities and differences between themselves and others, and among families, communities and traditions.

KS1

Pupils will develop their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They will use basic subject specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and respond to questions about their ideas.

KS2

Pupils will extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject specific vocabulary. They will be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Religions to be taught:

All pupils will learn about Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held (e.g. Humanism) will be studied across all key stages.

6.3 Impact

Through Religious Education pupils develop their knowledge of world faiths and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and reflect on their own beliefs, values and experiences.

At the end of each term pupils are expected to know, understand and apply skills related to the key question they have been studying. Pupils are assessed using the learning outcomes that are linked to each key question. These assessments are used to determine the pupils understanding and inform teachers planning and further differentiated support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book looks, pupil voice tasks so that action can be taken to further develop the RE curriculum.

7. Music

At Broad Oak, it is our intention to teach Music in alignment with our core values.

Attitude	Our curriculum aims to promote a positive attitude to music. Pupils will experience how music is a powerful and unique form of communication that can positively change how they feel, think and act.
Behaviour	Music is used as a medium for children to express their feelings and emotions and promote positive behaviours through listening, composing and performing. It enables them to be responsible for their own actions during lessons and when interacting and working with their peers.
Courage	During music lessons, pupils will be given the opportunity to express their opinions, take part in performances with an awareness of the audience and discuss their personal preferences to others about the quality and style of music they listen to. This will be encouraged in a supportive way to develop a child's confidence to speak freely and truthfully to verbalise their views and perform with confidence.
Determination	Children will be given opportunities to implement through experimentation and improvisation the skills required to perfect their compositions and performances until they are satisfied with the end result
Enthusiasm	Our Music curriculum aims to develop an interest and love of music by exposing children to a range of diverse, musical experiences which children will enjoy and reflect on.
Friendship	Music at Broad Oak will enable our children to develop self-confidence, leadership and social skills. Our lessons will enable children to work together in a caring and supportive environment in order to develop lasting, secure friendships with each other.
Resilience	Pupils will be given the opportunity to listen and respond to different musical styles and will be encouraged to use their voices and a variety of instruments to compose and perform. This will encourage children to become confident and reflective musicians and develop their ability to make changes to performances when improvements are required.

7.1 Intent

First and foremost we want children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. The children will experience music from around the world and from different periods of time, teaching them to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music and listening and responding to music. They will develop an understanding of the history and cultural context of the music they listen to and learn how music can be written down.

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7.2 Implementation

The individual strands of music (performing, listening, composing, the history of music) are woven together to create interesting and engaging learning experiences.

Each unit of work combines these strands within a topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. The curriculum is organised as a '2 year spiral' and each unit of work comprises broadly of five lessons designed to be delivered over the course of a half term. Pupils in KS1 and LKS2 are taught music in every half term; in UKS2, music is taught in alternate half terms. Children are taught how to sing fluently and expressively and play tuned and un-tuned instruments. They will learn to recognise the interrelated dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics.

The curriculum organisation ensures that previous knowledge and skills are returned to and built upon. Children progress by tackling more complex tasks, developing understanding and knowledge of the history of music, musical notation and the interrelated dimensions of music. Children will participate in activities from a range of styles and traditions, developing their musical skills and understanding. During music lessons children will have opportunities to work independently, in pairs, in groups or as part of a teacher led performance.

We acknowledge the importance of strong staff subject knowledge in delivering the curriculum effectively. As such, each unit of work is accompanied by videos and supporting guidance for teachers who are not musical, so that they feel supported to deliver lessons of a high standard.

7.3 Impact

The impact of the curriculum is continually monitored through formative assessment. Each lesson includes guidance on opportunities for assessment and at the end of each unit there is often a performance where a summative judgement of learning can be made. Knowledge organisers also support the key learning from the unit, encouraging recall of skills, knowledge and vocabulary.

8. Computing

At Broad Oak, it is our intention to teach Computing in alignment with our core values.

Attitude	We endeavour to have a positive attitude towards all learning opportunities in Computing including both plugged and unplugged lessons.
Behaviour	We strive to be responsible for the actions that we take at all times. We will show respect to others online and remember how to stay safe.
Courage	We aspire to do what is right even when we are faced with fears. We understand that we will need to talk to a trusted adult if we experience anything that makes us feel uncomfortable when online.
Determination	We work hard to overcome obstacles in order to reach goals. We will strive to develop key skills for computing that will benefit us in our constantly changing world.
Enthusiasm	We demonstrate an enthusiastic approach to all of our learning, promoting the importance of taking part and taking pride in our achievements. We will have a positive attitude to all challenges in order to improve our skills and become reflective learners.
Friendship	We work together to ensure that friendship is at the heart of all we do, fostering a caring and supportive environment in order for us to achieve a secure sense of belonging through all of our relationships.
Resilience	We aim to keep on trying and recover successfully when things become difficult. We will encourage children to work independently and as part of a group, becoming socially resilient and confident when faced with online issues and challenges.

8.1 Intent

At Broad Oak Primary School, our vision is to provide each child with a broad and balanced computing curriculum that will nurture their enthusiasm, encourage their creativity and exploration and develop their computational thinking.

In order to support our children to achieve their very best and prepare them for the future, we use the Kapow scheme of work. The curriculum is designed to allow children to make progress year-upon-year in the three key areas outlined by the National Curriculum: Digital Literacy, Computer Science and Information Technology.

The Kapow curriculum is structured into units for each year group, and each unit is broken down into lessons that are taught systematically to all of our children.

The scheme aims to instil a sense of enjoyment around using technology and to develop pupil's appreciation of the capabilities that technology offers in creating, managing, organising and collaborating. We intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible online citizens.

8.2 Implementation

The curriculum and scheme of work is designed with three strands that run throughout: Computer Science, Information Technology & Digital Literacy. The scheme itself is organised into five key areas (Computer systems and networks, Programming, Creating media, Data handling and Online Safety) where knowledge and skills are developed through revisiting previous knowledge and building on previous learning.

The lessons allow for pupils to work independently, in pairs or in groups over a range of unplugged and digital activities. Planned for, differentiated activities ensure access for learners of all abilities. Each unit is accompanied by a knowledge organiser which supports the building of factual knowledge by encouraging recall of key facts and vocabulary. Staff subject knowledge is well supported by videos and other guidance.

In years 1-6, Computing is taught weekly for approximately one hour. Computing and the use of technology is incorporated into all areas of the EYFS framework:

Understanding the World- in continuous provision pupils will experience a range of technology, both non-functioning and functioning, including electronic toys and remote controlled cars. Pupils may also use digital cameras or tablets to photograph their work in other areas of the curriculum.

Physical development- It is recognised that many pupils are already familiar with tablet devices, but are less familiar with other input devices, including the keyboard and mouse. As such, pupils are given opportunities to familiarise themselves with such devices in order to develop the required fine motor skills.

PSED- Online safety is examined using story books.

Expressive arts and design- painting and graphics applications are used to further develop children's keyboard and mouse skills alongside the use of a range of tablet based drawing apps.

Mathematics- Pupils will have opportunities to develop their understanding of positional and directional language, such as left and right, using controlling devices such as the 'Bee-bot'.

8.3 Impact

Pupils should leave Broad Oak equipped with a range of skills to enable them to succeed on their secondary education and be active participants in the ever increasing digital world.

Children will:

- meet the expectations of the National Curriculum for Computing;
- know how to use technology independently and collaboratively;
- have an idea of how current technologies are related to one another;
- know that technology can be used to achieve a number of practical and artistic aims;
- learn how to think critically and make informed choices;
- know how to behave appropriately and responsibly online.

9. MFL - French

At Broad Oak, it is our intention to teach French in alignment with our core values.

Attitude	We endeavour to have a positive attitude towards all learning opportunities in French and grow confidence in our pupils when exploring other countries, cultures and languages. We encourage children to recognise their place in our multilingual, diverse and global society, our school and local community in order to respect and celebrate difference.
Behaviour	We strive to be responsible for the actions that we take at all times and accept the validity of different languages, cultures and ideas.
Courage	We aspire to give each pupil a chance to believe in themselves and be able to feel secure and supported when attempting to communicate in a different language.
Determination	We work hard to overcome obstacles and accept that mistakes are an important part of learning. We encourage perseverance and children to take pride in their achievements. The children will interpret meaning in French using their problem solving skills.
Enthusiasm	We demonstrate an enthusiastic approach to all of our learning in French, promoting the fact that it is a valuable skill to be able to communicate effectively with others in another language.
Friendship	We work together to ensure that friendship is at the heart of all we do, fostering a caring and supportive environment in order for us to achieve a secure sense of belonging through all of our relationships. The children will work collaboratively in pairs and groups when communicating in French.
Resilience	We encourage all of our pupils to try hard to increase their knowledge and understanding of the French language even when encountering difficulties. They are encouraged to take risks with their learning and develop resilience. Our aim is to set the foundations for our children to become life-

long language learners with a curiosity that deepens their understanding of the world.
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9.1 Intent

At Broad Oak all KS2 pupils learn French following the carefully structured Language Angels scheme of work which builds year upon year on knowledge already learned. It ensures progression from year to year and class to class.

The children have the opportunity to learn basic words and phrases, building to more complex work using a variety of different teaching techniques and media. These include direct teaching, songs, action rhymes, stories and dance.

The emphasis is on speaking: listening, reading, writing and grammar, which is taught in an age appropriate way across Key Stage 2 and the children have the opportunity to apply their skills to a variety of texts/contexts and real purposes. In addition, the children are taught how to look up and research language they are unsure of and they will have a wide range of resources to support them with their spoken and written tasks. Where topics lend themselves to this, the children will be taught Makaton to support their learning of the vocabulary.

We aim to develop children's enthusiasm and confidence to learn and communicate in a foreign language and make links between their own and other languages in developing their understanding of the world.

9.2 Implementation

French is taught throughout Key Stage 2 weekly following the Language Angels scheme.

Pupils will be taught:

Grammar and vocabulary and be able to:

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied;
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate;
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.

Linguistic competence and be able to:

- listen to a variety of forms of spoken language to obtain information and respond appropriately;
- transcribe words and short sentences that they hear with increasing accuracy;

- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address;
- express and develop ideas clearly and with increasing accuracy, both orally and in writing;
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material;
- read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture;
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

9.3 Impact

Pupils will have had experience of a broad and appropriate balance of spoken and written language which will lay the foundations for further language teaching at Key Stage 3. This will be embedded across Key Stage 2, so pupils understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Children will:

- develop an interest, curiosity and deeper understanding of the French language and culture and making comparisons with English and their home languages;
- understand and respond to spoken and written French from a variety of authentic sources, for example, songs, rhymes, stories and video clips;
- speak in French with increasing confidence, fluency and spontaneity, expressing ideas and thoughts and finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation;
- write in French at varying lengths, for different purposes and audiences, including for practical purposes using a variety of grammatical structures that they have learnt;
- discover and develop an appreciation of a range of writing in the French language;
- have the foundations to become life-long language learners.

10. Art & Design

10.1 Intent

We aim to inspire our pupils and develop their confidence in experimenting and producing their own works of art. The curriculum is designed to develop pupils' abilities, nurture and develop their talents and express their ideas and thoughts about the world around them. In order to achieve this at Broad Oak, we use the Kapow scheme for Art & Design.

10.2 Implementation

The scheme of work is designed around four strands that run throughout the curriculum: making skills, the formal elements of art, knowledge of artists and evaluating.

Pupils have the opportunity to learn and practise skills discreetly in the 'Skills' and 'Formal elements' units which are then applied in later units in the scheme. Pupils are given opportunities to revisit, develop and refine their skills in a spiral curriculum model.

Pupil's knowledge of significant artists and art movements is developed through the 'Every picture tells a story' units and links to artists through practical work.

Pupils are supported in learning how to make their own creative decisions so that their art outcomes are personal and unique.

Differentiated guidance ensures that learning is made accessible to all pupils and provides challenge to stretch pupils' learning. Knowledge organisers are used in building the foundations of factual knowledge.

Teachers are supported in the implementation of the curriculum by a wealth of concrete and digital resources to support ongoing professional development.

The scheme of work is structured on a two year cycle to account for the vertically grouped class organisation. Art & Design is taught in half termly units that alternate with Design and Technology. Each unit comprises 5 or 6 lessons, meaning that pupils receive weekly art lessons every other half term.

10.3 Impact

The impact of the Art & Design curriculum will be monitored through summative and formative assessment. There is guidance for teachers accompanying each of the lessons in assessing pupils against the learning objectives and a pupil quiz at the end of each unit of work. Over each academic year, class teachers will select a range of examples of pupils' work for compilation into the 'Art & Design floor book'. This will be used by the subject leader for the purposes of moderation and monitoring.

We expect that pupils will:

- produce creative work, exploring and recording their ideas and experiences;
- be proficient in drawing, painting and sculpture;
- know about some of the great artists
- meet the end of key stage expectations outlined in the National Curriculum.

11. Design & Technology

11.1 Intent

The Design and technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. We aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

11.2 Implementation

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition focuses on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The Design and technology curriculum is organised under four strands:

Design, Make, Evaluate, and Technical knowledge. Pupils respond to design briefs and scenarios in order to develop their skills within each of the strands. Each of the key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The curriculum is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. Differentiated guidance is available for every lesson to ensure that they can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Teachers are supported in delivering the curriculum through exemplars, videos and materials to develop subject knowledge.

Design & Technology is taught in half termly blocks, with each block comprising of 6 lessons. The Design & Technology curriculum is sequenced in such a way as to complement learning in Art & Design and Computing.

11.3 Impact

The impact of the curriculum is continually monitored through both summative and formative assessment. Each lesson includes opportunities for assessing pupils against the learning objectives and each unit is informally assessed using quizzes and knowledge organisers.

Children will:

- understand the aesthetic and functional properties of a range of materials and resources.

- understand how to use tools for shaping, decorating and manufacturing products.
- Develop skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.

12. Geography

Attitude	We endeavour to have a positive attitude towards all learning opportunities, in both physical and human geography.
Behaviour	We will equip our pupils with knowledge about diverse places and peoples, developing an understanding of the finite resources in the natural and human environment. So that together we will gain a greater understanding of the Earth's key physical and human processes in order to encourage the children to show their respect for their local, national and international environment.
Courage	We aspire to do what is right even when we are faced with fears. We will have the courage to make the right choices, with regards to our environment, and influence others to develop an awareness of how their actions impact their local, national and international environment.
Determination	We work hard to overcome obstacles, support each other and become reflective learners in order to reach goals.
Enthusiasm	We celebrate enthusiasm as much as attainment, promoting the importance of hard work to build success and the development of a growth mindset.
Friendship	We work together to ensure that friendship is at the heart of all we do. This will encourage collaborative and cooperative enquiry, investigation and debate.
Resilience	We will challenge children to research information and think for themselves, give reasoned answers, work independently, be socially aware of local and global geographical issues, and develop good resilience and attitudes to learning.

12.1 Intent

Our Geography curriculum aims to:

- Inspire in pupils a fascination about the world and its people.
- Develop knowledge of the location of globally significant places including their physical and human characteristics.
- Understand geographical similarities and differences through the study of different regions.
- Describe and understand key aspects of physical and human geography using a wide range of geographical vocabulary.
- Use geographical skills including maps, atlases, globes, digital computer mapping, compasses,
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

12.2 Implementation

Geography is taught as a discrete subject although links are made with other subjects where possible (see our Curriculum Overviews). The Geography curriculum is a spiral curriculum taught over a two year cycle, Cycle A and Cycle B. It is further broken down into half termly

units, with each unit comprising broadly of 6 lessons. The Geography units are alternated with History units, so during the academic year, the pupils complete 3 units. Broad Oak uses the Rising Stars Geography plans as a framework for teaching. Where appropriate, these plans are adapted according to the needs of the children including those with SEND. Planning is also adapted to consider the local context, particularly in the case of fieldwork opportunities. Pupils' learning is enriched through class visits and fieldwork, inspiring pupils' curiosity and fascination about their world. Pupils are supported in retaining key knowledge and to assist this, there are recurring themes between the different topics. Pupils also develop a broad and lasting knowledge of related geographical vocabulary that they are encouraged to use.

Each unit of work is accompanied by a Knowledge Organiser which includes the 'sticky knowledge' we want pupils to remember and understand, as well as lists of key unit vocabulary and their definitions.

All planning uses an enquiry based approach to encourage questioning, investigation and local study research.

All pupils complete 'Key Assessment Tasks' at the end of every topic which are used to assess understanding. Individual attainment is recorded on Educater half termly.

12.3 Impact

Formative assessment in Geography:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.

13. History

At Broad Oak, it is our intention to teach history in alignment with our core values.

Attitude	We endeavour to have a positive attitude towards all learning opportunities.
Behaviour	We strive to be responsible for the actions that we take at all times and use historical knowledge to inform these decisions.
Courage	We aspire to do what is right even when we are faced with fears. We will take inspiration from historical figures who had the courage to stand steadfast in their beliefs.
Determination	We work hard to overcome obstacles in order to reach our goals.
Enthusiasm	We demonstrate an enthusiastic approach to all our learning, promoting the importance of taking part and taking pride in our achievements.
Friendship	We work together to ensure that friendship is at the heart of all we do, fostering a caring and supportive environment in order for us to achieve a secure sense of belonging through all our relationships.
Resilience	We aim to keep on trying and recover successfully when things become difficult.

13.1 Intent

Broad Oak's History curriculum uses the National Curriculum as a basis for its content and framework. The concepts of continuity and change, cause and consequence, similarity and difference run through the curriculum. Children will develop their chronological knowledge and knowledge and understanding of our country and the wider world, as outlined in the National Curriculum. We use the Rising Stars scheme as a basis for planning and also draw on materials from the National History Association to support the delivery of our History Curriculum.

Children will develop coherent knowledge and understanding of key aspects of Britain's past and that of the wider world. This will provide them with a foundation of knowledge that will help them understand how the world has come to be how it is today. In developing children to become good citizens, they will learn how to think critically, evaluate evidence and develop perspective and judgement.

Knowledge learnt in KS1 provides a foundation for concepts taught in KS2. Year 1 history centres around aspects closer in time to children's own experiences. Year 2 history begins to look at more abstract ideas which are further away from a child's own experiences. In KS2, the curriculum gives pupils a strong grounding in British history, from the Stone Age to the Iron Age, the first settlements through Roman Britain, the Vikings, Anglo-Saxons and World War Two.

13.2 Implementation

History is taught through direct instruction, practice and then feedback. Guided, independent and retrieval practice are used, where appropriate, to ensure children remember the key knowledge and are able to use this in activities that require deeper thinking.

Teachers' subject knowledge is supported by materials intrinsic to the Rising Stars scheme which provide the required level of expert knowledge so that explanations are clear and accurate, and children's misconceptions are anticipated and addressed as they arise.

Discussion and teacher questioning allows pupils to explore new knowledge and make links back to prior learning. Knowledge organisers are used to set out the knowledge, vocabulary and concepts that all children are expected to learn. Opportunities for retrieval practice are included in History lessons and knowledge review lessons to ensure knowledge is transferred into long-term memory.

Formative assessment is essential in the implementation of the history curriculum. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are addressed. Learning outcomes are given in the form of questions to encourage curiosity, underpinned by posing a key enquiry question for each topic.

13.3 Impact

Formative assessment is used to support learning. At the end of each unit of teaching, quizzes or assessment pieces are used to monitor the depth of understanding of knowledge and the strength of its retrieval. Teachers make judgements on what children have understood and record this information using Educater.

Pupils' work, in written and photographic forms, is used to secure and demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of assuring the quality of history teaching. The subject leader talks to pupils about their learning as part of the monitoring process. Children's books and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the intended knowledge and vocabulary has been remembered and understood.

14. P.S.H.E. At Broad Oak, it is our intention to teach PSHE in alignment with our core values.

Attitude	Children will have a positive attitude during PSHE lessons, so that they are equipped to live happily in a diverse world. They will develop an open attitude when learning about all types of families and understand that families all look different but are characterised by love and stability. Broad oak pupils will learn the skills to flourish as young people and then adults by adopting a healthy attitude to money, friendships, exercise, self-control and empathy.
Behaviour	Positive behaviours are at the core of our PSHE curriculum and it aims to ensure pupils have good manners and an understanding of respecting others. They will learn how their behaviours can affect others and how bullying can impact a person's life and is always wrong. Furthermore, they will learn that they also have a responsibility as a bystander to seek help and support for the victim. Through PSHE lessons, the children will learn to read their peers' behaviours and will become experts in understanding what that behaviour means and why a person might be behaving in such a way. Part of the PSHE curriculum will focus on behaviours when on-line and the importance of conducting themselves appropriately. At Broad Oak, we will ensure pupils have the skills to judge whether behaviours in a relationship are healthy and if not, have the confidence to distance themselves from it.
Courage	PSHE at Broad Oak incorporates British Values so that pupils grow up knowing that they have rights and responsibilities. They will learn that at particular times during their life, they might need to courageously speak up for what is right. Pupils will learn that they are entitled to be safe and happy, and if they feel unsafe or unhappy, they must seek out help. Children at Broad Oak will also learn that it is sometimes necessary to have the courage to leave friendships when they make you feel lonely or excluded.
Determination	Through the IMatter curriculum, pupils will grow to understand that living a healthy lifestyle in body and mind requires hard work and it is essential for them to adopt a determined attitude to be the best possible version of themselves.
Enthusiasm	All children will be encouraged to participate in PSHE enthusiastically and will play an active role in discussions. This will ensure the pupils of Broad Oak grow into adults that can share, listen, empathise and respond appropriately. Through the teaching of PSHE, children will also learn to strive towards goals.
Friendship	Friendship is at the heart of all we do in PSHE and pupils will have the understanding that healthy friendships offer love, stability, security and mutual respect. All children will become equipped to choose and make friends; they will also learn the importance of spending time with friends.
Resilience	It is our aim to develop children's resilience through PSHE so that when life is at a challenging point, they will steer through the difficult times and come out the other side much stronger and wiser.

14.1 Intent

At Broad Oak Primary School, personal, social, and health education (PSHE) enables our children to become healthy, independent and responsible members of society. It aims to help children understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. Our children are given the opportunity to learn about their rights and how to respect those of others and understand what it means to be a member of a diverse society. They are encouraged to play a positive role in contributing to school life and the wider community.

14.2 Implementation

Broad Oak uses the iMatter curriculum developed and used by many Manchester schools. Five strands run through the curriculum- each of which are revisited and developed year on year in years 1-6. The five strands are:

Relationships and sex education

Mental and emotional health

Keeping safe

Healthy Lifestyles

Living in the wider world

With the exception of RSE, P.S.H.E. is delivered in mixed-age vertically grouped classes. RSE is taught in single aged groups due to the nature of the content. The curriculum is a spiral curriculum, with P.S.H.E. being taught in every year group over 3 alternating half terms.

14.3 Impact

At Broad Oak Primary School children will:

- demonstrate the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty.
- demonstrate a healthy outlook towards school.
- develop positive and healthy relationships between their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level.
- have respect for themselves and others.
- understand how to keep their bodies and minds healthy.