Trust Curriculum Policy

2026 – 2027

All Schools

Eden Academy Trust
Together for better

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1. Trust vision

In Eden Academy Trust, we have:

- No excuses
- No limits

…and only the highest of ambitions

To enable us to prepare children to reach their ambitions and dreams in life, we promise to:

- Provide the very best curriculum; that inspires, motivates and broadens the skills, knowledge and experiences of every child.
- Provide the very best learning environments within which our children are taught.
- Provide equal opportunity – **all** children who attend our academies **will** succeed.
- Work together to develop the very best practice for our children to benefit from
- Raise the expectations for our children and the wider community we serve.
- Develop the 'whole child'
- Inspire our children to achieve the very best

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010 and the National Curriculum programmes of study, which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the new Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

3.2 Headteacher/Head of School

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- They manage requests from parents to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

3.3 Other staff

A Curriculum Leader is responsible for overseeing the development, implementation and monitoring of the core and subjects and whole Foundation Curriculum.

Subject Leads are responsible for the monitoring, assessment and quality of provision in their own subject area – in line with the curriculum expectations of the School.

All teaching staff will ensure that the school curriculum is implemented in accordance with this policy

4. Our curriculum Vision (Intent)

At Eden Academy Trust, we believe that every child has the right to access a broad and balanced curriculum. We adopt an ambitious curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, good behaviour and successful progression to the next stages of learning.

The bespoke curriculum delivered to all children across within the trust:

• has the needs of the children at the heart of everything we do

• is based on a strong foundation of oracy

• meets the needs of our local community

• is full of exciting, enriching and enjoyable learning experiences

• provides opportunities for our children, staff and parents to all learn together.

• positively improves academic outcomes

• prepares our children to become positive role models in and effective contributors to society

• gives our pupils the chance to become the very best versions of themselves.

5. Curriculum Design - Implementation

In our trust schools, pupils receive an education which meets the requirements of the Statutory Framework in EYFS; the National Curriculum in Years 1 to 6; The agreed Religious Education Syllabus and The DFE Statutory guidance on relationships education, relationships and sex education (RSE) and health education.

Subject leaders have sequenced the curriculum from Two-Years-Olds through to Year 6 in a purposeful way so that knowledge and skills can be built upon at each stage. (See Long Term Plans Appendix 1)

Subject leaders have identified key skills and knowledge for each stage (or milestone) which pupils must be taught. These are outlined in medium-term plans. Our curriculum grows in complexity as pupils move through the school and are exposed to more content.

Our milestones are:

- Two-Year-Olds
- Nursery
- Reception
- Key Stage 1
- Lower Key Stage 2
- Upper Key Stage 2

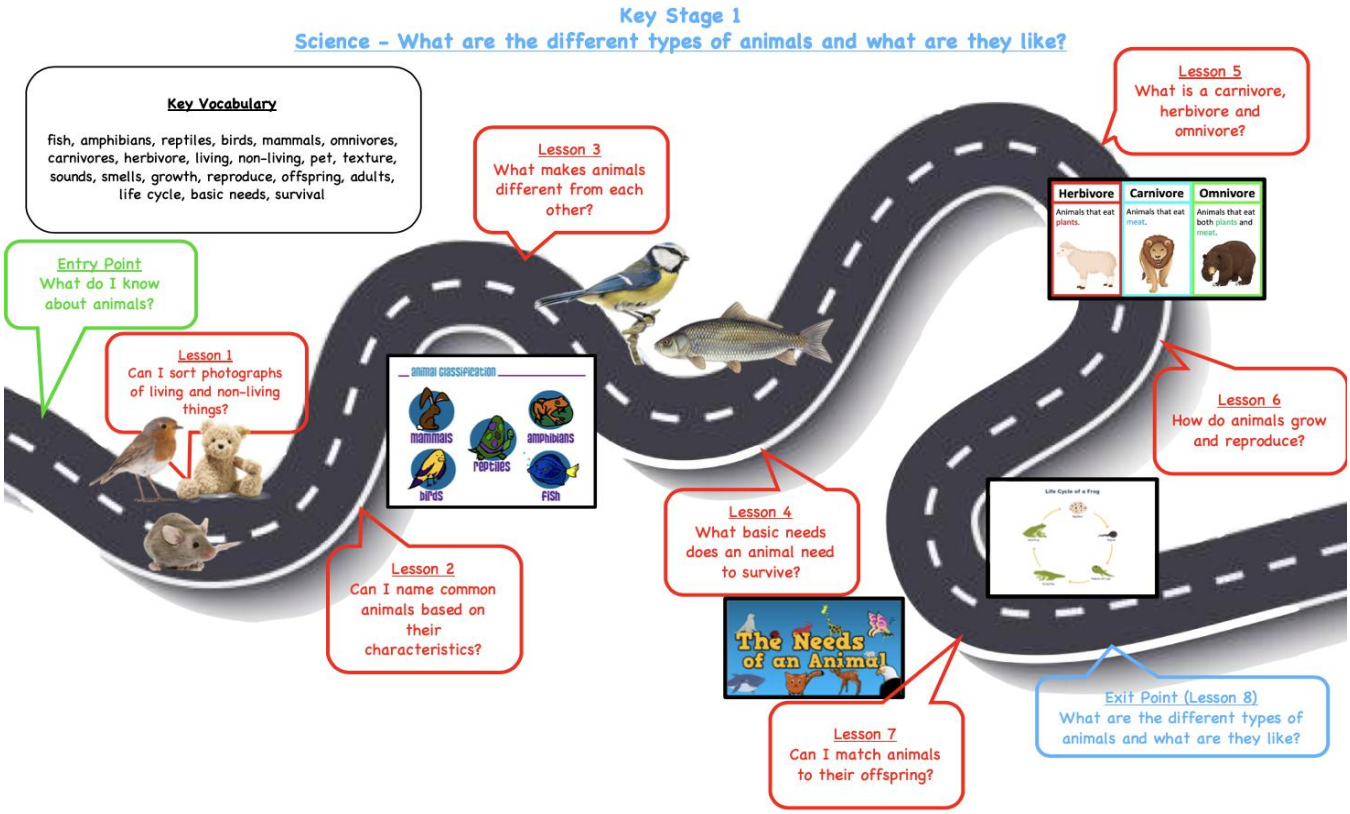
In Years 1 - 6, subjects are taught discretely so that pupils gain a true sense of the nature of each subject. Pupils are taught Statutory Subjects, plus PSHE and MFL (in years 3-6) so that they experience a full breadth of subjects. Our aim is to broaden pupils' horizons and find subjects they are passionate about and may like to pursue in their future education.

There are common themes which are repeated throughout the milestones so that pupils can build upon prior knowledge and make new connections. In this way, pupils gain a deep understanding of concepts.

6. Planning and Delivery

Retrieval practice is embedded into every lesson taught. Teachers use a range of strategies which require pupils to recall previously taught knowledge. The skill of frequently recalling key knowledge, aids in information from becoming forgotten into remembered.

In most Foundation Subjects, child-friendly Road Maps are used to allow pupils to see the learning journey they are embarked upon. They are used by teaching staff to review what has been taught and what is to be taught so that pupils understand the connections between lessons. (See example Road Map below).

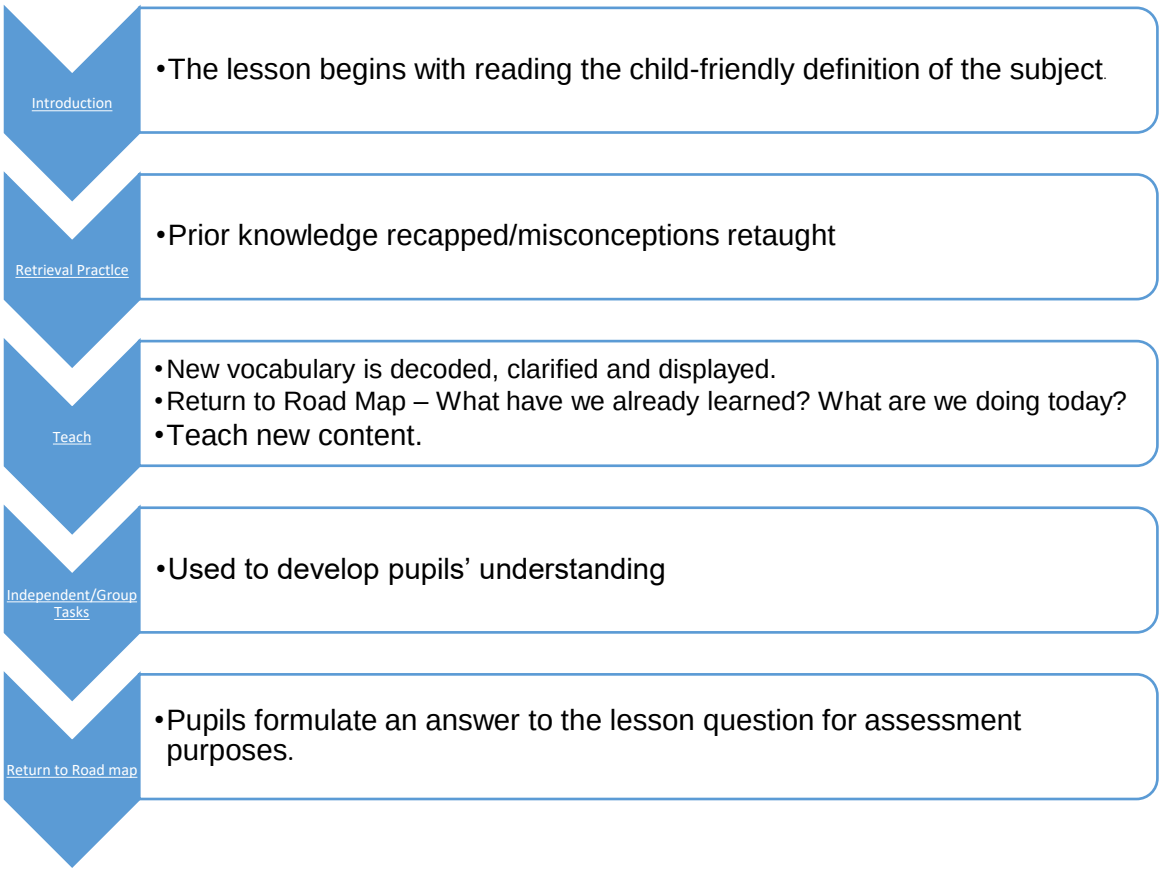


All units of work are enquiry based and have an over-arching question to connect lessons. At the beginning of a unit of work, pupils will recap previously taught content which is to be built upon throughout the learning journey.

All lessons have their own enquiry question which leads the learning. At the end of a lesson, pupils will return to the lesson question and formulate an answer based on what they have understood. This may be done in a variety of ways based on the needs of the pupils' age and ability.

Teaching staff then use these responses to assess pupils and inform their planning.

Lesson delivery in the foundation subjects, excluding PE (in Years 1- 6) follows a common sequence to ensure consistency from lesson to lesson. Our lesson delivery is outlined as follows:



7. Inclusion

All staff have high expectations of all pupils. They ensure groups of pupils, or individuals, receive a curriculum which is ambitious and challenging for them.

Such groups include: more able pupils, pupils with lower attainment, pupils with disadvantaged backgrounds, pupils with a SEND need and pupils with English as an additional language

Teaching staff plan and deliver lessons so that pupils with a SEND need can study all National Curriculum subjects, wherever possible, and ensures that there are no barriers to learning. Through careful assessment, children will receive an appropriate curriculum that matches the individual needs of children.

8. Reading in the wider curriculum

Reading, and exposing children to new vocabulary, is at the heart of everything we do as we know this is the gateway to pupils accessing all other subjects. All subjects are enhanced through the use of high-quality texts and the discrete teaching of subject specific vocabulary.

9. Subject Allocation

- English and Maths are taught daily.
- Science, RE, PSHE, PE and Life Skills are taught weekly.
- History, Geography, Design Technology, Art and Design, Music, Computing, MFL (for Key Stage 2) are taught in a fortnightly block once every term.
- For children unable to acess an age related curriculum, an individual curriculum content timetable will be implemented.

10. Enriching the Curriculum

The curriculum provides a range of opportunities and learning experiences to develop children understanding of the curriculum content through first hand experiences. Our curriculum is rich in pupils learning about their local area and the surrounding community.

In order for children to leave Eden Academy Trust and thrive in the wider world, we develop pupils' Cultural Capital where possible in a variety of ways. These include;

- Experiences outside of their local area.
- Raising aspirations through career events
- Providing age appropriate experiences which children may have not encountered.

Teaching pupils about British Values, and what it means to be a good citizen, is taught directly and indirectly by all member of staff so that pupils become well-rounded and respectful individuals.

Opportunities to develop pupils' spirituality, moral code, social skills and citizenship are developed in a number of ways through our school curriculum, assemblies/collective worship and extra curriculuar activities.

11. Assessment and Feedback

In most Foundation Subjects and Science, individual Roadmaps are used to provide feedback to children. Teachers will highlight the lesson question to indicate how the pupil has achieved against the learning objective.

Green highlighter	The pupil has demonstrated that they have understood and achieved the learning objective.
Yellow highlighter	The pupil has demonstrated some understanding of the learning objective.
Yellow highlighter + R	Revisit - The pupil has received further support in future lessons during revisit sessions in an attempt to achieve a full understanding of the learning objective.
I.S.	Independent scaffold. Children have received scaffolds to support their learning
D	Discussion. The objective was a discussion based outcome. There will be no written work recorded.
P	Practical. The objective was a Practical based outcome. There may be evidence recorded.
A	Child was absent from lesson

Teachers will complete assessment sheets on Arbor using a wide range of evidence to inform their judgements.

At the end of the term, teaching staff will assess each pupil's understanding of the taught curriculum and record their attainment using the following colours.

WT	Working Towards
AT	Exepected standard
Above	Greater Depth

12. Recording pupil's work

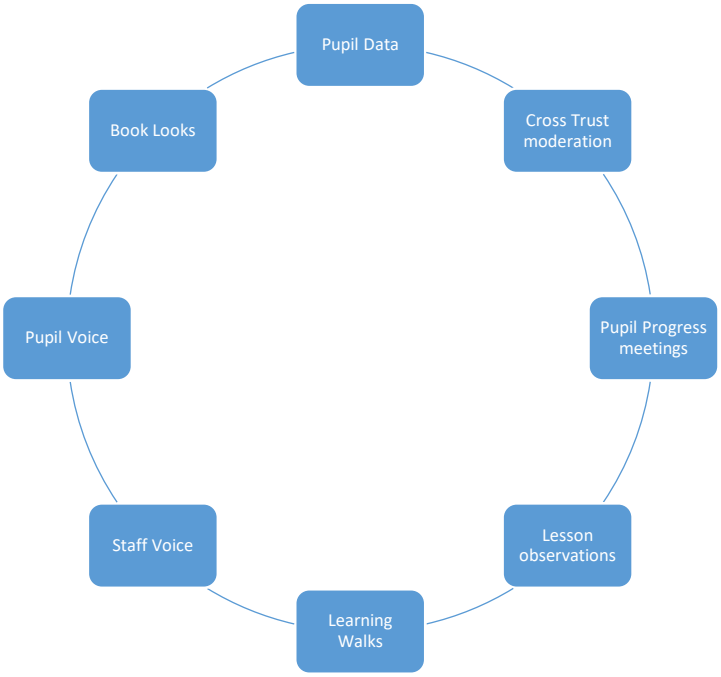
Children will record work in a series of ways dependent on the subject and lesson content. This can include work produced in books, recording of work using digital devices and by creating objects. There is a trust-wide consistent approach to the recording of work in books.

Subject	Colour of book	Renewal
English Writing	Individual lined purple book	Renewed each year
English Reading	Individual lined yellow book A4+	
Maths	Individual, squared blue book A4	
Science	Individual lined purple book A4+	Moves through school with the pupil
History	Individual lined red book A4+	
Geography	Individual lined green book A4+	
Art and Design	Sketch Book	
Design Technology	Sketch Book	
PSHE	Individual lined purple book A4+	
Music/Computing	Recordings	
RE	Individual lined yellow book A4+	
MFL	Cardboard Folder	

13. Impact

Working with staff and leaders in school, curriculum leaders have the responsibility of driving standards in the foundation curriculum. They are required to monitor foundation subject areas and quality assure teaching and learning.

Curriculum Leads closely monitor their subjects in a variety of ways, including:



Their findings are collated and presented at several points throughout the academic year. Together, they identify strengths and agree steps on how to drive their subject forward to raise standards.

Subject Leaders work across the Trust collaboratively to quality assure their judgements in moderation meetings and to ensure standards are consistent across schools.

Class teachers assess pupils' attainment in all subjects. They report children's attainment at three data points in the year. Pupils' attainment is then discussed during Pupil Progress meetings with the school's Teaching and Learning Lead. Barriers to learning are discussed in these meetings and actions are implemented to try and overcome these.

Appendices

Science Curriculum – Cycle A and B Long Term Plan						
	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Key Stage 1						
Cycle A	**Animals including humans** What are the different types of animals and what are they like?	**Living things and their habitats** Where do living things live and why?	**Everyday materials and their uses** What is it made from and what is it like?	**Plants** What does a plant need to grow and stay healthy?		Enquiry/Revision Based Unit
Cycle B	**Animals including humans** Why do I have senses?	**Living things and their habitats** What is a food chain?	**Everyday materials and their uses** What is it made from and how is it suitable?	**Plants** What are the different types of plants/trees and what are their parts called?		Enquiry/Revision Based Unit
Cycle B Only	**Seasonal Changes** What happens in autumn?		**Seasonal Changes** What happens in winter and spring		**Seasonal Changes** What happens in summer?	
Lower Key Stage 2						
Cycle A	**Animals including humans** How does my body work?	**Living things and their habitats** What living things are in the environment?	**Light** What is light and where does it come from?	**Rocks** How are rocks made?	**Plants** What are the different parts of a plant for?	
Cycle B	**Animals including humans** Why do animals have different teeth?	**States of matter** How does temperature affect different substances?	**Electricity** What is a series circuit?	**Sound** How are sounds made?	**Forces and Magnets** How does a magnet work?	Enquiry/Revision Based Unit
Upper Key Stage 2						
Cycle A	**Animals including humans** How will my body change as I get older?	**Living things and their habitats** How can living things be classified?		**Forces** What did Isaac Newton discover?	**Light** How do we see?	**Earth and Space** What are the planets within our solar system?
Cycle B	**Animals including humans** Why do I have a pulse?	**Properties and changes of materials** How can materials be changed?		**Electricity** Can we vary the effect of electricity?	**Living things and their habitats** What is a life-cycle?	**Evolution and Inheritance** What was the world like a million years ago?

Design Technology Curriculum Long Term Plan					
Cycle A			Cycle B		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Key Stage 1					
Cooking and Nutrition Which fruit would be good in a salad?	**Mechanisms/Construction** Which parts of your picture should move?	**Structures** What is fun at the park?	**Cooking and Nutrition** How do you like your sandwich?	**Mechanisms and Electrical Systems** How will your vehicle move?	**Textiles** Will your puppet be friendly or fierce?
Lower Key Stage 2					
Cooking and Nutrition How do you like your toast?	**Mechanisms/Construction** How will your model's mouth move?	**Structures** Does your game stop you from being bored?	**Cooking and Nutrition** What flavour will your bread roll be?	**Mechanisms and Electrical Systems** How will you make your lighthouse bright?	**Textiles** How will you store your favourite things?
Upper Key Stage 2					
Cooking and Nutrition Which vegetables taste good in a soup?	**Mechanisms/Construction** How will your animal move?	**Structures** How wet will you get?	**Cooking and Nutrition** Which is best: fresh or processed?	**Mechanisms and Electrical Systems** How will you make your plastic fantastic?	**Textiles** What does your bag say about you?

= local study

History Curriculum Long Term Plan					
Cycle A			Cycle B		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Key Stage 1					
What happened during The Great Fire of London?	Who were Queen Victoria and Queen Elizabeth II?	How have seaside holidays changed?	What were schools like in the past?	How has flight changed since the Wright Brothers' success?	How should we remember Christopher Columbus and Captain Cook?
Lower Key Stage 2					
What impact did WW1 have on our local area? *Mining	Would you have preferred to have lived in the Stone, Bronze or Iron age?	What was important to the Ancient Egyptians?	Why was King Henry VIII significant?	Who were the Ancient Greeks and how do we remember them?	How did the Romans impact Britain? What evidence remains of their impact where we live?
Upper Key Stage 2					
What changed in Britain after the Anglo-Saxon invasion?	Were the Vikings raiders, traders or something else?	How did the achievements of the Ancient Maya impact their society and beyond?	What was the cause and consequence of WW2 on Britain?	Who shaped the Hartlepool we see today? *How has County Durham changed over time?*	How has leisure and entertainment changed in the 20th century?

Geography Curriculum
Long Term Plan

Cycle A			Cycle B		
Autumn Term	**Spring Term**	**Summer Term**	**Autumn Term**	**Spring Term**	**Summer Term**
Key Stage 1					
Life in my local area (School focus) What is in and around my school grounds?	**Life in the United Kingdom** What is the weather like in the UK?	**Life in our Wonderful World** What is it like to live by the sea in Hartlepool?	**Life in my local area of Hartlepool, Trimdon, Fishburn** What is in my local town/village?	**Life in the United Kingdom** What makes up the UK?	**Life in our Wonderful World** What is it like to live in a different contintent (Australia)?
Lower Key Stage 2					
Our Wonderful World What is physical geography?	**Working like a Geographer** What can maps tell me about a country?	**Our Changing World** What is life like along the River Tees/Wear?	**Our Wonderful World** What is a city and how do they compare?	**Our Changing World** How and why have people changed the way they use the land around them?	**Working like a Geographer** How can I explore Europe using a map?
Upper Key Stage 2					
Working like a Geographer What information can maps tell us?	**Our Changing World** Where does our energy come from?	**Our Wonderful World** How is life different in The North East of England to life in the Amazon Rainforest?	**Our Wonderful World** How are environments different around the world?	**Our Changing World** **Where in the World?** How can I locate places and time zones in a more geographical way?	**Working like a Geographer** How do litter and traffic affect my local town and village?

Computing Curriculum Long Term Plan					
Cycle A			**Cycle B**		
Autumn Term	**Spring Term**	**Summer Term**	**Autumn Term**	**Spring Term**	**Summer Term**
Key Stage 1					
Y1 DL How do we use Technology?	Y1 CS What is an Algorithm?	Y2 CS What is going to happen next?	Y2 DL How do we find things out?	Y1 IT How can a picture tell a thousand words?	Y2 IT What is out there? (Out and About, Exploring with Technology)
Lower Key Stage 2					
Y3 DL How do I navigate the World Wide Web?	Y3 CS How do Computers Think?	Y4 CS Can you debug the bug?	Y4 DL Is it too good to be true?	Y3 IT What can you create?	Y4 IT What is data, and why do we need it?
Upper Key Stage 2					
Y5 DL How do we connect with others?	Y5 CS What are loops?	Y6 CS Can you speak code?	Y6 DL Can you spot a fake?	Y5 IT What's the formula for success?	Y6 IT What is a Vlogger?

Art and Design Curriculum
Long Term Plan

Cycle A			Cycle B		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Two Year Olds					
Let's explore the Animal Kingdom **Painting** Can I draw my favourite animal?	**Fairytales and Castles** **Drawing** Can I draw a Beanstalk for Jack?	**Oh I do like to be beside the seaside** **Collage** Can I create an Octopus?	**Marvellous Me!** **Painting** What colour is my body?	**If you go down to the woods** **Drawing** Can I draw the Gruffalo?	**Let's Investigate** **Collage** Can I create a minibeast?
Nursery					
Let's explore the Animal Kingdom **Colour Mixing** Can I mix colours to paint an animal?	**Fairytales and Castles** **Drawing** Can I draw a Spring flower?	**Oh I do like to be beside the seaside** **Collage and Painting** Can I create colourful Fish?	**Marvellous Me!** **Colour Mixing** Can I exploring colour to make a face?	**If you go down to the woods** **Drawing** Can I draw a creature from the woods?	**Let's Investigate** **Collage and Painting** What Minibeast will you create?
Reception					
Let's explore the Animal Kingdom **Drawing and Painting** Can I draw and paint an animal?	**Fairytales and Castles** **Collage** Can I create a castle?	**Oh I do like to be beside the seaside** **Printing** Can I create an underwater display?	**Marvellous Me!** **Drawing and Painting** Can I draw and paint my face?	**If you go down to the woods** **Collage** Can I create a magical character?	**Let's Investigate** **Printing** Can I create a mini-beast mask?
Themes to run across Key Stages 1 and 2					
Drawing and Painting	**Sculpture**	**Printing**	**Drawing and Painting**	**Drawing and Painting**	**Collage**

How can I draw and paint a portrait?	How can I show expression in my work?	How can nature inspire my art work?	How can landscapes inspire my artwork?	How can water inspire my artwork?	How can the beach inspire my art work?
Key Stage 1					
Key Artist: Charlotte Voake	Key Artist: Picasso	Key Artist: Henri Rousseau	Key Artist: Van Gough	Key Artist: Monet/ Tammy Kanat	Key Artist: Matisse
Lower Key Stage 2					
Key Artist: George Seurat	Key Artist: Pable Picasso and Rachel Ducker	Key Artist: William Morris	Key Artist: Kadinsky	Key Artist: JMW Turner/May Makay	Key Artist: David Hockney
Upper Key Stage 2					
Key Artist: Chuck Close	Key Artist: Alberto Giacometti and Athony Gormley	Key Artist: Angela Harding Abbey + Owen (Local Artists)	Key Artist: JMW Turner/ James Wyatt	Textiles Key Artist: David Hockey and Georgia O'Keefe	Key Artist: Prehistoric cave art, Banksy, Lewis Hobson (local artist)

Music Curriculum Long Term Plan					
Cycle A			Cycle B		
Autumn Term	**Spring Term**	**Summer Term**	**Autumn Term**	**Spring Term**	**Summer Term**
Key Stage 1					
Hey you! Can I keep a steady beat/pulse?	**In the Groove** Can I use an instrument to keep a steady beat/pulse?	**Hands, Feet, Heart** Can I appraise and perform South African music?	**Rhythm in the way we walk** How can I use my body to show rhythm?	**Friendship song** How do instruments work together?	**I wanna play in a band** What is an ensemble?
Lower Key Stage 2					
Let your spirit fly How do the dimensions of music link together?	**Glockenspiel - Unit 1** How can I develop and explore my playing skills through the Glockenspiel?	**Mamma Mia** Who were ABBA and how has their music influenced the present?	**Three little birds** What do I notice about the tempo of Reggae music?	**Stop!** Can I compose my own lyrics to the rap song 'stop'?	**Lean on me** Can I follow the notation to play a Gospel song?
Upper Key Stage 2					
Livin on a prayer Can I improvise and notate a rock song?	**Dancing in the street** How do I perform collaboratively?	**You've got a friend in me** Can we tell a story through music?	**Fresh Prince of Bel Air** What is Rap/Hip hop?	**Happy** How do all the dimensions of music work together?	**Music And Me!** How can I express myself through music?

Physical Education Curriculum Long Term Plan							
YEAR GROUP	HOUR	AUTUMN 1 SEP-OCT	AUTUMN 2 NOV-DEC	SPRING 1 JAN-FEB	SPRING 2 MAR-APR	SUMMER 1 APR-MAY	SUMMER 2 JUN-JUL
EYFS	Cycle A	Travelling (over and under) (Locomotor Skills)	Body Management (FMS)	Cooperate & Solve Problems	Manipulation & Coordination	Cricket	Sports Day Games
EYFS	Cycle B	Balloon Games	Speed Agility Travel (Stability Skills)	Dance	Gymnastics	Balance Bikes	Sports Day Games
YEAR 1/2 Cycle A	Hour 1	Multi Skills	Sports Hall Athletics	Dance	Football	Gymnastics	Sports Day Games
	Optional Hour 2	Balloon Games	Run, jump, throw	Tennis	Quad Kids Athletics	Cricket	Hit, catch, run
YEAR 1/2 Cycle B	Hour 1	Multi Skills	Sports Hall Athletics	Dance	Football	Gymnastics	Sports Day Games
	Optional Hour 2	Balloon Games	Run, jump, throw	Tennis	Quad Kids Athletics	Cricket	Hit, catch, run

YEAR GROUP	HOUR	AUTUMN 1 SEP-OCT	AUTUMN 2 NOV-DEC	SPRING 1 JAN-FEB	SPRING 2 MAR-APR	SUMMER 1 APR-MAY	SUMMER 2 JUN-JUL
YEAR 3/4 Cycle A	Hour 1	Tag Rugby	Sports Hall Athletics	Gymnastics	Football	Cricket	Rounder's
	Optional Hour 2	Cross Country	Multi Skills	Dance	Tennis	Quad Kids Athletics	Sports Day Games
YEAR 3/4 Cycle B	Hour 1	Tag Rugby	Sports Hall Athletics	Dodgeball	Dance	Football	Cricket
	Optional Hour 2	Cross Country	Multi Skills	Tennis	Gymnastics	Quad Kids Athletics	Rounder's
YEAR 5/6 Cycle A	Hour 1	Tag Rugby	Sports Hall Athletics	Dance	Football	Cricket	Tri Golf
	Optional Hour 2	Cross Country	Basketball	Dodgeball	Bee Netball	Athletics	Rounder's
YEAR 5/6 Cycle B	1	Tag Rugby	Basketball	Gymnastics	Football	Cricket	Tri Golf
	2	Cross Country	Sports Hall Athletics	Tennis	Bee Netball	Athletics	Rounder's

MFL Curriculum
Long Term Plan

Cycle A			Cycle B		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Lower Key Stage 2					
Getting to know you Who are you? Qui es-tu? Year 3 Unit 1	**Food** What do you like to eat? Qu'est-ce que tu aimes manger? Year 3 Unit 3	**School** What is your school like? Comment est ton école? Year 3 Unit 5	**All about me** What are you wearing? Qu'est-ce que tu portes? Year 3 Unit 2	**Family and Friends** Who is in your family? Qui est dans ta famille? Year 3 Unit 4	**Time** What is the date? Quelle est la date? Year 3 Unit 6
Upper Key Stage 2					
Getting to know you Can I introduce myself? Puis-je me présenter? Year 5 Unit 1	**Food** What do you want in your sandwich? Qu'est-ce que tu voudrais dans ton sandwich? Year 5 Unit 3	**School** What is your favourite subject? Quel est ton matière préfère? Year 5 Unit 5	**All about me** Can I express myself? Puis-je m'exprimer? Year 5 Unit 2	**Family and Friends** What can I say? Qu'est-ce que je peux décrire? Year 5 Unit 4	**Time** What year is it? C'est quelle année? Year 5 Unit 6

Religious Education Curriculum
Long Term Plan – Visits and Visitors

	Autumn Term	Christmas Unit	Spring Term	Easter U nit	Summer Term	Summer Term
Key Stage 1						
Cycle A	What do Hindus believe about God? How do Hindus celebrate Divali? Hindu visitor	Why are gifts given at Christmas?	What does it mean to belong to Christianity? Visit C of E, Baptist	How do Christians celebrate Easter?	Why is Jesus special to Christians? What can we learn about the story of St Hild? Visit St Hildas	
Cycle B	What can we learn about Christianity from visiting a church? Visit 2 churches – C of E, Baptist What do Christians believe about God?	How and why is light important at Christmas?	Why is the Bible special to Christians? Christian Visitor	What is the Easter story?	How do Hindus worship? Visit Hindu Mandir How do Hindus show belonging?	
Lower Key Stage 2						
Cycle A	What do Muslims believe about God and who is Muhammad? Visitor Muslim Why do Muslims go to the mosque? Visit Mosque	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is lent such an important period for Christians?	How do Muslims show their faith through actions?	Why do people visit Durham Cathedral/ St Hilda's today? Visit Durham Cathedral
Cycle B	What do Sikhs believe about God? Visitor Sikh Why are the Gurus inspirational to Sikhs?	How and why is advent important to Christians?	What can we learn about Christian worship and beliefs by visiting churches? Visit 2 churches – Roman Catholic and Independent	What do Christians remember on Palm Sunday?	Why do Sikhs go to the Gurdwara? Visit Gurdwara	How do Sikhs show their commitment and belonging to their faith?

PSHE Curriculum - JIGSAW Long Term Plan						
	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Key Stage 1						
Cycle A	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Social Me
Cycle B	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Social Me
Lower Key Stage 2						
Cycle A	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Social Me
Cycle B	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Social Me
Upper Key Stage 2						
Cycle A	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Cycle B	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Subject Definitions	
History	In History we learn about past events and people and how they relate to present events and the future.
Geography	In Geography, we learn about land, water, weather and people
Art	In Art we create using our imagination, skills and emotions. We give meaning to creations.
Design Technology	In Design Technology, we use our creativity to solve real life problems.
Art and Design	In Art we create using our imagination, skills and emotions. We give meaning to creations.
Computing	In computing, we learn how computers work, how they are used and how to use them safely.
Music	In Music we perform, compose, listen and appraise music.
P.S.H E and R.S.E	In PSHE we learn how to be happy, healthy and safe with ourselves and other people.
Religious Education	In RE, we learn about and from different religious and non-religious worldviews, thinking critically and reflecting on our own lives.
Physical Education	In PE, we learn about the importance of health and fitness and develop a range of physical movement skills.
MFL	In MFL, we learn the skills to begin to speak in French.

Science	In Science we learn about the natural world through experiments and observations. (KS2): Chemistry: In Chemistry we learn about chemical elements and compounds and how these work together. Physics: In Physics we study the relationship of objects, forces and energy. Biology: In Biology we learn about life, living things and evolution.