



Hanley St Luke's C of E Aided Primary School

Learning, Laughing, Loving at Family St Luke's

Curriculum Design Statement Including Recovery Curriculum:

Intent, Implementation, Impact

Our Vision:

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

Promoting *life-long* learning
Exploring *life-enhancing* faith

Developing *life-giving* relationships
Inspiring *life-enriching* aspiration

Our Core Values:

honesty, courtesy, kindness, perseverance and respect

Intent:

The breadth of our curriculum is designed to fulfil our vision and values as follows:

- 1) To provide a coherent, structured academic and non-academic curriculum that leads to sustained mastery for all and the opportunity to achieve a greater depth of understanding where possible- (*Life- long learning and life enriching aspiration*)
- 2) To provide a rich 'cultural capital' (*Life- long learning and life enriching aspiration*)
- 3) To give pupils appropriate experiences to develop as confident, spiritual and responsible citizens (*Life-enhancing faith and life-giving relationships*)

Our curriculum drivers are simply our 4 vision statements which underpin all we do in school across the whole of our curriculum. Our school rules of Be Ready; Be Respectful; Be Safe support our pupils in living out our vision and upholding our values; our curriculum content including our academic and non- academic provision, extra- curricular opportunities and our collective worship and assembly times all have their own part to play in the fulfilment of our vision as detailed below:

Implementation: See the ABC of curriculum

Impact: At each key transition point in their learning, the vast majority of pupils will have sustained mastery of the content; some pupils will have a greater depth of understanding. The vast majority of pupils will be able to demonstrate how our vision has positively impacted on their relationships, aspirations and understanding of faith and will be ready to embrace the next step of life- long learning.

The ABC of our Curriculum Structure

- A) Curriculum breadth: the key knowledge, skills and standards also providing cultural capital
- B) Threshold concepts: the key aspects of each subject chosen to build conceptual understanding within subjects and are repeated many times
- C) Progression of learning: the stages of understanding from basic, advancing and deep

A	Early Years Foundation Stage Nursery & Reception	Curriculum breadth for Years 1 & 2	Curriculum breadth for Years 3 & 4	Curriculum breadth for Years 5 & 6
	Securing Early Learning Goals and Characteristics of Effective Learning	Securing identified skills & knowledge for Key Stage 1, recapping and building on EYFS as required.	Securing identified skills & knowledge for year groups, consolidating KS1 material	Securing identified skills & knowledge for year groups and consolidating learning to date.

B	Threshold Concepts			
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C	The focus is on securing mastery of concepts within long term learning for application across a range of contexts. All pupils are afforded the same opportunities to reach this stage but may require different scaffolding to achieve the same outcome and some may take longer to secure their learning. Equally, for some children, mastery will be more quickly attained and opportunities to take their learning to a deeper level are sought. We want to answer the questions: 'How well are pupils coping with the curriculum' & 'How well are they retaining previously taught content?'
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Our Response to the Pandemic and the Recovery Curriculum	
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	<p>The intent of our curriculum remains the same but there is a clear understanding that the implementation was very different during remote learning and lockdown periods. Therefore despite a very effective remote learning offer from the outset in March 2020 which aimed to offer all pupils the same opportunities to access the curriculum planned, many pupils were not able to engage as fully as others for a variety of well published reasons e.g. inadequate IT; challenging household circumstances preventing maximising IT provided; multiple child households and high incidence of gaps for many children. We have therefore needed to adapt our implementation during academic year 20/21 by trying to identify gaps and focus on the core basics building to a wider and broader curriculum as the year progressed. We also implemented focused support for some through our Catch- up funding plan.</p> <p>Our implementation for academic year 21/22 is further adapted as the impact of the pandemic continued to grow following further lockdowns and multiple bubble closures. The following is a brief outline of our implementation since March 2020 and our ongoing plans for September 21 onwards to close the disadvantage gap whilst striving to stay true to our overarching vision and values.</p> <p>All teachers are aware of curriculum units/ topics that have been missed so that when approaching their planning they can make adjustments to take account of this, selecting key elements from missed units that are fundamental to pupils' ongoing understanding.</p>
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Here follows a brief outline by each subject lead of the curriculum during the pandemic and our response to it and future plans.

Subject specific curriculum design statements from subject leaders:

English:

During the lockdowns and the numerous bubble closures, our remote learning offer was as close to the full curriculum as possible. We made adjustments depending on the content of what was being taught and where we were not able to deliver certain elements effectively, this was accommodated for. For example, our year 6 English was supposed to be based around the book 'Boy in the striped pyjamas'. However, because of some of the sensitive elements that are raised, such as the holocaust, it was changed to 'Carrie's War' as it was still linked to the overarching topic of WW2 and also an audio book was available for free, which increased access for those at home. By changing books, it meant that uncomfortable topics were not raised where they could not be appropriately supported and answered.

All year groups tried to keep to their termly topics/units and matched them via Oak National Academy, other quality online sites or their own direct planning. Regular online teaching was delivered via zoom/Class Dojo as well as paper packs being sent out to those who preferred it.

Unfortunately due to a range of issues, the uptake of remote learning was very mixed and we found the uptake of writing a particular issue. Therefore there was an adaptation to focus on key skills such as sentence structure and SPAG during the lockdowns.

On return in September 2020 all year groups needed to establish where the children were at. PIRA assessments from the previous year group (Summer 2020) were completed in order to baseline all children but likewise, low-key assessments were informally completed by teachers to gain awareness of gaps in learning. From this data it was clear that all year groups needed to give more time to English. The autumn term was also heavily disrupted by covid cases, bubble closures and staff absence but these were the main adaptations made:

EYFS: Full curriculum delivered to meet the needs of the children within the different development stages. Strong emphasis on phonics following the Letters and Sounds approach from early on in the term.

KS1/2: Adapted texts to match correct level of reading challenge and increased phonics input.

Mary Myatt has written some guiding principles that say you shouldn't try to reteach every lesson which pupils missed. Instead focus on what you can control and ensure high quality teaching is at the heart of it.

Therefore, the focus has been on ensuring high quality reading, writing and phonics lessons have continued in order to give children the skills and knowledge that may have been missed.

Where possible, year groups have continued to keep to their planned topics/units, using a quality text to drive their reading and writing. If a text has not been appropriate due to ability or through not being able to effectively teach the areas now required, alternative texts have been chosen. For example, our year 3 text of Charlie and the Chocolate Factory was deemed too challenging for the majority of the cohort and therefore this was changed to The Disgusting Sandwich.

Where pupils exhibit misconceptions or gaps in knowledge and understanding, teachers have been encouraged to re-teach in order that children have a more secure understanding before moving forward.

We have gradually been increasing the amount of writing that children complete, balancing this carefully with the need to revisit key skills.

Our curriculum is planned to follow the requirements of each year group as set out in the National curriculum. A variety of texts and resources are used to meet the needs of our children and where possible have been selected to best support the context of foundation subject knowledge taught in that term in History, Geography or Science but our primary concern is the quality of the text to support the relevant reading and writing objectives.

Phonics and Reading:

As detailed above, the focus has been on ensuring high quality reading and phonics lessons have continued. Additionally in phonics, we have completed half termly assessments in order to identify gaps in knowledge. These gaps have then informed our planning. Because of significant gaps, several year groups returned to previous phases before continuing on with their learning. For example, Reception returned to phase 3 and Year 1 returned to phase 4.

To support the children moving forward, daily targeted reinforcement as well as daily interventions takes place to develop and consolidate children's phonics knowledge.

We have been using Letters and Sounds for our phonics approach and staff have received high quality training via the Little Sutton English Hub on the teaching of phonics and also for early reading. Following the DfE announcement in summer 2021 regarding the use of only accredited Letters and Sounds based schemes, we will be pursuing the Letters and Sounds based phonics scheme from Alex Finn who has provided much of our training. We are part of a pilot project which will be accredited in early 2022.

Our reading books for our early readers are fully phonetically decodable using Collins. This is our core reading scheme which is supplemented by various additional quality scheme books and library books.

Throughout lockdown, children also had access to Bug Club for reading as well as to Lexia. The latter was also utilised to provide specific additional catch up support for a variety of year groups via before and after school clubs.

Maths:

During remote teaching, Maths was set every day following the long term plan and familiar structure of the White Rose Scheme. We used the White Rose Home learning videos daily and the associated worksheets. As the tasks were uploaded to the portfolio on Class Dojo, they were accessible to write on digitally and they were also sent home in paper packs for those who preferred it. In addition, other quality maths resources and links were used to promote creative maths, practise skills and consolidate previous learning such as: Times Tables Rockstars, Numbots, Oak Academy, BBC Bitesize and Youtube. Staff also taught live and recorded maths sessions via Zoom. Most of the children who engaged did the majority of the mathematics set. Uptake varied from class to class and isolation period to isolation period. Mathematics was the subject that had the biggest uptake overall.

Following the most recent lockdown, we used the Maths hub advice, teacher's input, NCETM guidance and The DfE Ready To Progress Document to pinpoint exactly what the most important learning needs were for our children going forward. Teachers then stripped back the curriculum to focus on these most urgent learning areas during Summer term 2021 so that the children were provided with a solid foundation preparing them for the next stage of their learning. Prior to that, and from September 2021 staff used the White Rose planning which has previous year group content repeated and links to the key Ready to Progress areas.

Structures, images, representations and concrete resources are used to support children's learning and understanding. Staff are encouraged to do regular maths

meetings to build fluency and embed basic facts and skills, outside of the usual maths lesson. The daily maths lesson is split to allow for same day intervention to enable learners to keep up rather than catch up. Staff are encouraged to use and model correct mathematical vocabulary and stem sentences, utilising metacognitive approaches such as repetition to help learners remember. Core knowledge and literacy is a key priority at Hanley St Luke's.

Science

During remote teaching, engagement with science varied greatly and it was noted across the school that practical sessions were understandably difficult to facilitate. Where possible we promoted 'kitchen science' and 'nature walk' based sessions to encourage and motivate home learners, but uptake was quite low, at around 10 – 20%. In both Key Stage 1 and 2, we dedicate more time, at the start of each lesson, to recapping and checking on previously taught material. This takes a variety of forms: a quick quiz, multiple choice starter, talk partner activity or What am I?

Formative assessment is as crucial as ever, low stakes multiple choice questions are especially useful and pupils have the opportunity to produce a spider diagram of their own learning, adding new learning during or after each lesson. Where it is clear gaps in prior knowledge exist, curriculum plans are adapted to ensure key concepts to support future learning are addressed. Children are encouraged to share new learning and make greater connections between previously taught concepts.

Where pupils exhibit misconceptions or gaps in knowledge, teachers are encouraged to reteach material, in order that children move forward with a more secure understanding of key content.

Our priorities at Hanley St Luke's are core knowledge and literacy, and so an emphasis has been placed on subject specific vocabulary, science texts (both fiction and non-fiction) and a rich science curriculum, filled with multiple opportunities for 'hands-on' and experiential learning. Core knowledge is revisited multiple times, both in theory and through investigation, working towards a more secure understanding and basis for progression through the school.

Child led investigation, British Science Week activities and engagement with The Great Science Share have all supported the children in their return to the classroom, in their ability to handle equipment in a 'scientific' manner and work effectively with each other,

Computing

Computing/ICT Recovery Statement

During remote teaching, engagement with computing and ICT varied greatly among pupils. There was a significant amount of difference in access to appropriate hardware and software for families which made teaching specific programs and applications challenging. Many families took advantage of the DFE scheme to provide laptops/tablets for home use. However, the devices only provided basic software which again presented difficulties for the range of activities that could be taught.

During lockdown the vast majority of activities that pupils engaged in during computing lessons were web based. These included BBC Bitesize, Scratch, Hour of Code, digital art, keyboard familiarisation and online Kahoot! quizzes. These activities gave an opportunity to offer some of the key elements of the National Curriculum but not all. From September 2021 it is vital that all pupils have the chance to quickly regain key skills to enable full engagement in the computing curriculum. These include core tasks such as:

- opening/saving work
- file storage and manipulation
- appropriate keyboard and mouse skills
- confidence in key software applications

- understanding of safe use of ICT at school and home
- Effective internet research skills
- Understanding of key terminology and concepts

To facilitate this, it is envisaged that some topics taught previously will have to be revisited and opportunities to practise and consolidate previous learning will be given. Where appropriate, the taught curriculum will need to be flexible and adaptable as the experience of learners will be so varied.

During years 3 and 4 priority will be given to the core skills and concepts to enable access to higher level learning when they reach upper KS2. For years 5 and 6, whilst there will be some revisiting of these skills, the priority will be to enrich and enhance higher level concepts whilst acknowledging that some pupils may need additional support in the basic skills.

The crucial element in the delivery of a 'recovery curriculum' in computing/ICT will be flexibility and adaptability. Lessons and activities will need to be adapted and changed to meet the needs of particular individuals, classes and year groups. This will mean that schemes of work will need to be adapted and changed regularly as particular misconceptions or challenges arise.

By understanding that the pupils will need time to 're-learn' various elements of computing and then emphasising the key concepts and skills, it is hoped that pupils can re-establish a good level of understanding. It is also acknowledged that some pupils may need additional support or adapted activities to regain confidence and fluency.

RE

In RE every lesson addresses the principal aim. This continued throughout school and bubble closures, with staff adapting activities to make them accessible whether at home or in school. This often took the form of live lessons via Zoom, recorded lesson exposition by the teacher posted on ClassDojo, utilisation of online materials such as BBC Bitesize, Oak Academy and Discovery Education/Espresso, and writing frames available digitally or as paper packs. Engagement was varied across the school.

We are beginning to implement a far more coherent spiral curriculum, where frequently revisiting key knowledge and core concepts is paramount. Within each year group, systematic units, in which focus is given to one religion only, will be taught at the start of the year. Towards the end of the year this learning will be revisited and built upon in thematic units. The systematic units also build upon each other, for example, in Reception, the Unit 'God' builds upon the learning about Jesus as God on Earth in the 'Incarnation' Unit. Across the school, core concepts and learning about particular religious/non-religious groups, are revisited time and again, such as the concept of Creation and learning about the lives of Muslims, which are both studied in Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

Each unit begins with opportunities to assess the building blocks required to progress. Teachers use their professional judgement and skills to adapt their planning of the unit, to pre-teach where necessary and address any learning gaps and misconceptions before moving on. Teachers know the end of unit outcomes and plan activities carefully to allow for quality, in the moment, formative assessment. Teachers discuss, listen, watch, quiz, challenge, mark and repeat in order to make judgements about what the children need next in order to achieve those outcomes.

Children will also have further opportunities to understand texts, evaluate impact and make connections, through whole school RE days with a focus on core concepts or key knowledge, collective worship where core concepts and key texts are explored, and through other curriculum areas such as History and Geography, placing biblical texts on the timeline of the Big Story and on the world map.

As such, we are able to continue the roll out of the new syllabus, in conjunction with the Understanding Christianity Document, with increased opportunities for formative assessment, leading to pre-teaching, added learning and revisiting, as necessary.

GEOGRAPHY:

Due to COVID 19, all year groups at Hanley St Lukes have had their teaching and learning of Geography affected in some way. The first lockdown affected the whole of the Summer term of 2020 and the second lockdown affected most of the Spring term of 2021. By looking at our *Whole School Geography skills development timetable*, we can identify which key skills from the geography curriculum have been affected. Throughout both lockdowns, teachers have provided appropriate and stimulating online activities that aimed to closely match the learning that would have been covered from their Medium Term Plans-(however we know that many pupils didn't access these activities or if they did, we don't know how much support they had from home.) To address this we have a clear focus for our recovery curriculum.

In all key stages, to make sure pupils have gained adequate **knowledge of different places**, teaching can explore a few well-chosen locations in some depth. **Prioritising the regular use of atlases and maps can reinforce pupils' locational knowledge and their sense of place.**

At key stage 1:

- key knowledge and skills, including basic locational knowledge such as the names and locations of the world's continents and oceans, should be the focus to address missed education and provide the basis for knowledge that will be needed later.

At key stage 2:

- curriculum adjustments should prioritise critical underpinning knowledge, such as weather and climate, geology, topography, trade links, and natural resources and their distribution.
- Teachers will prioritise making sure that pupils **remember, understand and can apply this key knowledge.**

From September, teachers will start geography topics by informally assessing the key skills that have been missed in the 2 previous year groups. (See highlighted skills development timetable for each year which clearly identifies/highlights the affected learning.) This will then provide a basis on which these key skills can be retaught and embedded in order to allow future learning to continue. This may include slimming down the usual topic content to allow for the key skills focus. It may also include content and the practising of key skills being covered through other subjects such as English texts, ICT or weekly SODA activities. Each new lesson will also start with a recap of recent/previous learning.

HISTORY

During remote learning planned topics were taught using Oak National Academy where available or teachers own planning and resources. Engagement varied greatly as with all subjects.

The long term curriculum has been redesigned for 21/22, to ensure it is more closely linked with other subjects so that cross curricular learning can support any gaps that have emerged e.g. Mayans replaced with a study of Ancient Islam in Y5 to support knowledge of Islam in RE and knowledge of that geographical area to maximise learning opportunities. This will further allow our ethnically diverse cohorts to embed key cultural capital going forward regardless of effects of pandemic. In addition the emphasis has shifted in the Y5 Tudor topic to build on earlier concepts of monarchy and linking to the history of our Church of England heritage which is part of a refreshed local history study across the school, to ensure all pupils have further opportunities to understand the history of their own area. Additionally, the removal of a cross curricular supplementary unit in Y3 will allow longer to study their statutory allocated time periods. Threshold concepts such as chronology and understanding the skills of an historian will be emphasised during each unit of study and linking back to prior units as appropriate. Whilst it is not possible to cover whole periods of history some children will have missed, ensuring that all children have a developing sense of chronology and key vocabulary is

taught and constantly revisited e.g monarchy, conflict, source etc. will be a key priority in the study of history going forward which is reflected in our redesigned plans, making these areas more specific.

Art & Design

During remote learning, engagement with art was varied. A range of sessions were offered; live lessons, recorded videos by staff, online lessons from sources such as Oak Academy and tutorials from a variety of illustrators and artists. Where possible, "Art in Nature" was promoted, allowing children to source materials and resources from around them where other creative materials were not accessible.

In both Key Stage 1 and 2, time is taken in lessons to recap the basic skills taught in art. There are links to skills previously taught and we aim to build on these. As a school, Hanley St Luke's aims to prioritise core knowledge and literacy. In art lessons these focus on oracy; developing key vocabulary and using this fluently, being able to articulate opinions and analyse and critique artwork.

Art is a broad curriculum made up of skills including drawing, painting, collage, sculpture, print and textiles. Within each skill there are core skills to be developed. For example drawing covers core skills such as pencil drawings and sketching. These core skills are carried throughout the Key Stages, being built on through each year group.

Children also develop their own ideas by responding to starting points and take inspiration from a range of great artists. Where there are gaps in knowledge and skills, plans are adapted to address future learning. For example, a gap in skills would be addressed by adapting planning and giving these skills a focus.

Encouraging whole school participation through a dedicated Art Day with skills based focus will help to support children in developing creative skills and analysis.

Design & Technology

During remote teaching, engagement with Design Technology was difficult to facilitate especially with practical sessions. Where possible children were encouraged to get into the kitchen and attempt basic cooking skills and learn the importance of safety in the kitchen. Uptake of remote learning was recorded as low.

In the classroom for both Key Stages, time is dedicated at the start of each project depending on the area of learning to either securing knowledge of materials, equipment, tools or manufacturing methods before any design/making process begins. Pupils are encouraged to work with a range of simple materials, including textiles and ingredients securing their understanding of the design process.

Teachers prioritise pupils using simple tools and their safe use to meet an identified need.

Children are assessed throughout each new project and from the project evaluation form as the final piece of work to identify skills learnt and any gaps in knowledge and understanding. Where gaps in prior knowledge exist, curriculum plans are adapted to ensure key concepts to support future learning are addressed. Children are encouraged to share new learning and make greater connections between previously taught concepts.

Using "Projects on a Page" as a scheme of work to implement the National Curriculum for DT has helped teachers to be imaginative in their planning and teaching. A priority for Hanley St Luke's is core knowledge and literacy. Projects on a Page helps with subject specific vocabulary plus enhancing a rich Design Technology Curriculum.

MUSIC

During home learning, engagement with music varied greatly across the school. Pupils were able to focus on theoretical aspects of the curriculum but practical music proved to be difficult for the majority of children. We accessed a series of music lessons from one of the peripatetic teachers and these videos were posted on home

learning. We also accessed music lessons online that explored the basic elements of music. Children who currently have music lessons in school were also offered online lessons from City Music Service.

Since March 2021 and with greater emphasis from September 2021 we are able to take the opportunity of reintroducing the children to the practical elements of music to support aural development, primarily through singing. Across Key Stage 1 and 2, we recap previously taught vocab to reinforce understanding. Where misconceptions occur, teaching staff are encouraged to reteach material to ensure that they have a secure understanding of the key content

Since our return to the classroom, most year groups have been taught one or two units of music, as earlier in the year it was proving more difficult with all the regulations that were in place. Music units containing singing were moved to later in the year.

Choir was able to resume in separate bubbles which has given the children the chance to come together to sing for a purpose, which in turn is good for their wellbeing which will be further developed from September 2021 with the removal of remaining restrictions.

Physical Education

During the two lockdowns that we experienced. All children in KS1 and KS2 had access to various online web links daily (to tie in with what would have been their twice weekly P.E lessons). These included Joe Wick's daily body coach sessions, Let's Dance and Cosmic yoga to name but a few. Children were invited to upload photos and videos of them completing a workout and there was evidence in our year group of children doing this. In school during lockdown, children took part in the daily mile, circuits, Pilates and yoga style activities at least three times a week and more recently, children also took part in daily activities to support their general fitness and wellbeing taking opportunities to experience relaxation and calm at the beginning of the day. Our school dojo platform was also used to promote various sport related activities in collaboration with our North Stoke coordinator Mr. Nigel Edwards who promoted events such as a virtual sports day and a three peak challenge. Unfortunately, uptake was very low and families did not take advantage of these opportunities as a school. Some classes also used ASM daily challenge videos to promote/encourage children to improve their personal best.

When the children returned from the first lockdown, we used the school games assessment tool to gauge what provision was needed in order to help the children fulfil their sporting potential, we looked what we could safely offer the children in relation to PE lessons, clubs and competitions.

This academic year, where it has been possible, we have offered a variety of lunchtime clubs to help with engagement and inclusivity. Children in all year groups have had the opportunity to take part in a variety of sports and more recently, after school clubs have been organised for the children. For our most disadvantaged children, including pupil premium, school holiday clubs have been provided by school.

To help compensate for the lack of out of school competitions and events, we have organised more in school activities with the support of Nigel Edwards. These have included multi skills festivals for year groups 1-6, a chance to shine cricket coaching in lessons, change for life events, virtual competitions like cross country and athletics as well as a trip to Northwood stadium for year 4 and 5 to take part in a variety of athletic events which were then recorded for with the company Funetics for a national event. Year 6 have also had 10 sessions of swimming to help recover their final year and try to achieve some awards.

Our priorities for next year at Hanley St. Luke's are multi skills, fundamental skills (agility, balance and coordination) and activities where the children have maximum enjoyment in the hope that it will get them excited about physical activity again and potentially get involved in out of school clubs and engage in life long exercise. It is especially important to focus on the basic skills in years 1-3 where these skills have been neglected due to the pandemic, by focusing on these skills, we hope to increase

the children's skill level which will allow them to engage successfully in specific sports should they want to. Our school has a range of children who live in various types of accommodation, some without gardens, which has meant that some children have had limited access to outdoor areas where they have been able to get physical.

The medium term plans have been looked at and we have organised things so that these key skills of throwing, catching, striking, fielding, passing and dribbling feature heavily in the curriculum. Children also lead their learning with the aid of their P.E journals where they set targets for each term to try and improve their skills in all aspects of the curriculum. Children are then able to assess and report back on their achievements and things to work on during the year.

Activities have already been organised for children to take part in including 'a chance to shine' cricket coaching in year 3 and 4 as well as change for life festivals, a sports hall competition and swimming sessions throughout the year for all of KS2 (ten sessions each year group). We also hope that the various clubs in school and after school will continue as well as our cross country and football team resuming competition.

MODERN FOREIGN LANGUAGES

Due to the constraints of the curriculum and following the guidance from the DfE, it was decided to minimise what MFL was being taught during remote learning, in order to focus on the key subjects in school.

From Summer 2021, the teaching of Spanish re-started with a focus on recapping some of the key skills for KS2. A stripped down curriculum was put in place and staff were encouraged to use specific YouTube links and Flash Academy for pronunciation and resources.

Moving forward we are linking with a local secondary school in order to create a specialised scheme of work to support the teaching of Spanish at Hanley St Luke's.

PSHE

During remote learning, staff focused on setting activities and learning based around well-being in order to counteract children's feelings of loneliness and isolation.

It was inappropriate to set planned topics such as Grief and Loss in distance learning as feelings and emotions need to be monitored and addressed closely during those lessons.

It was similarly inappropriate to set the planned RSE in a remote setting as staff would be unable to monitor who was present during sessions.

Hence the adoption of our new RSE programme was delayed.

Following my attendance of the Diocese led CPD: The Emotional Rollercoaster, at the INSET on return to school, staff were advised of the common signs of emotional distress to look out for and monitored their children, adapting their planned PSHE accordingly.

Staff were offered two courses in supporting children's mental well-being which were attended remotely by four members of staff.

From approx. half term, classes returned to the planned PSHE following the usual termly topics:

- Relationships
- Living in the Wider World
- Health and well-being

Y6 delivered the RSE that had been missed in the previous Summer term in Autumn 2, Weeks 2, 3 and 4 using the new Yasmin and Tom FPA programme.

A full audit of PSHE (including RSE) is currently being undertaken to address any gaps that have arisen over the last 18 months.

Experiences and Development of Cultural Capital:

A wide range of experiences carefully planned into the curriculum to ensure:

- first hand exploration where practical of the school grounds, the wider community, county, and key places of interest beyond our local area
- appreciation of differences and diversity locally, nationally and internationally
- exposure to subject experts to support content delivery and raise aspiration
- application of English and maths skills across the curriculum
- pupils develop as confident speakers and listeners with an awareness of audience
- pupils develop age appropriate independence
- pupils develop effective teamwork
- PSHE curriculum including relationships education equips pupils to make safe choices and understand respectful, safe relationships.