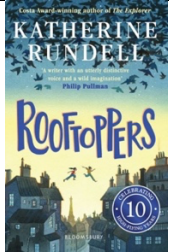
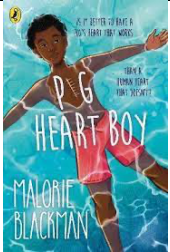
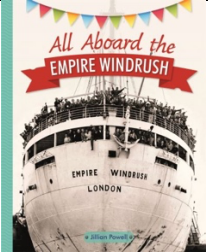
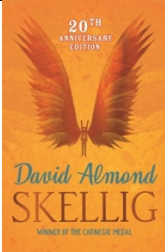
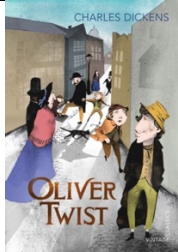
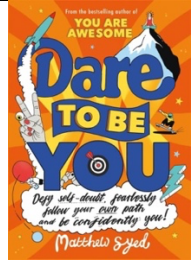


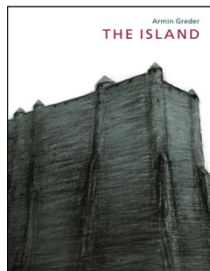
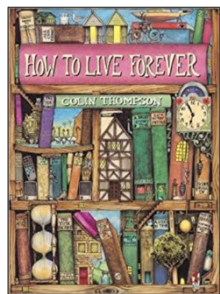


Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6						
Educational visits/ performance	Natural History Museum TFL transition event	Maritime museum	ISKON Soho temple	National Army Museum	National Gallery Chessington	Residential Perform: Production
Reading	 <p> Focus on the core text for summarising and understanding themes Focus on an advertisement, a report and a recipe for retrieval Focus on the core text for predicting and authorial intent Focus on a poem, a script and an interview for inference Focus on the core text for comparing</p>	 <p> Focus on the core text for comparing and a personal response Focus on an explanation, a poem and a persuasive letter for retrieval Focus on the core text for summarising and understanding themes Focus on a narrative, an advertisement</p>	 <p> Focus on the core text for summarising and understanding authorial intent Focus on an extended narrative and a news report for retrieval Focus on the core text for comparing and giving a personal response Focus on a poem, a letter and a narrative extract for inference Focus on the core text for comparing and understanding themes</p>	 <p> Focus on the core text for summarising and understanding authorial intent Focus on an advert, a report and a narrative extract for retrieval Focus on the core text for predicting and giving a personal response Focus on a poem, a narrative extract and a report for inference Focus on the core text for comparing</p>	 <p> Focus on the core text for comparing and authorial intent Focus on a biography, a report and a letter for retrieval Focus on the core text for summarising and giving a personal response Focus on the narrative extracts and a discussion for inference Focus on the core text for predicting</p>	 <p> Focus on the core text for predicting and giving a personal response Focus on a diary extract, a report and a narrative extract for retrieval Focus on the core text for summarising and understanding themes Focus on a biography, a narrative extract</p>



	<p>and a personal response Focus on an extended playscript and a report for retrieval Focus on the core text for predicting and authorial intent Focus on a poem, a description and a biography for inference Focus on the core text for comparing and understanding themes Focus on a discussion, a fact file and welcome leaflet for retrieval Focus on the core text for summarising and a personal response Focus on a poem and a narrative for inference</p>	<p>and a report for inference Focus on the core text for predicting and understanding authorial intent Focus on a biography, a monologue and a report for retrieval Focus on the core text for summarising and a personal response Focus on a transcript, a poem and a narrative for inference Focus on the core text for</p>	<p> Focus on a report, an advertisement and a narrative extract for retrieval Focus on the core text for summarising and giving a personal response Focus on a discussion, a description and a narrative extract for inference Focus on the core text for predicting and authorial intent Focus on an extended narrative and a report for retrieval Focus on the core text for summarising and understanding themes Focus on a news report, an internal dialogue and an interview transcript for inference</p>	<p>and giving a personal response Focus on a report, a diary entry and a discussion for retrieval Focus on the core text for summarising and understanding themes Focus on two narrative extracts and a report for inference Focus on the core text for comparing and authorial intent Focus on the poem and a narrative extract for retrieval Focus on the core text for summarising and a personal response Focus on the reports and a discussion for inference</p>	<p>and understanding themes Focus on a news report, a poem and a narrative for retrieval Focus on the core text for summarising and understanding authorial intent Focus on a poetry extract, a playscript and a leaflet for inference Focus on the core text for predicting and understanding themes Focus on a poem, a discussion and a narrative for retrieval Focus on the core text for comparing and a personal response Focus on a discussion, a balanced argument and an advertisement for inference</p>	<p>and a news report for inference Focus on the core text for comparing and understanding authorial intent Focus on an extended narrative and a biography for retrieval Focus on the core text for summarising and giving a personal response Focus on a narrative extract, a personal recount and a combined persuasive and explanatory text for inference Focus on the core text for summarising and giving a personal response Focus on a playscript, a discursive text and an advertisement for retrieval</p>
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		<p>comparing and authorial intent Focus on some labels, an advertisement and a report for retrieval Focus on the core text for predicting and a personal response Focus on a poem and an extended narrative for inference</p>				<p> Focus on the core text for comparing and giving a personal response Focus on an extended narrative and a diary extract for inference</p>
English	<p> Autobiography First person stories with a moral Discursive writing and speeches *DT: street food</p>	<p> Extended third person narrative (adventure stories) *Geography: volcanoes Explanatory texts *Science: circulatory system</p>	<p> News reports *Geography: volcanoes Autobiography *History: Windrush Shakespeare's (sonnets)</p>	<p> First person stories with a moral Explanatory texts *Geography: physical processes Poems that create images and explore vocabulary (war poetry) *History: war</p>	<p> Extended third person narrative (adventure stories) News reports *History: WWII local</p>	<p> Discursive writing and speeches Shakespeare's (sonnets) Poems that create images and explore vocabulary</p>
<p><i> Passive and active voice, synonyms and antonyms, colons, semi-colons and dashes for clauses, hyphens Formal and informal speech, subjunctive form Linking ideas across paragraphs</i></p>						



Mathematics	<u>Place Value</u>	<u>Decimals</u>	<u>Algebra</u>
	Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers	Place value within 1 Place value – integers and decimals Round decimals Add and subtract decimals Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers	1-step function machines 2-step function machines Form expressions Substitution Formulae Form equations Solve 1-step equations Solve 2-step equations Find pairs of values Solve problems with two unknowns
	<u>Addition and subtraction</u> Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts	<u>Fractions</u> Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole	<u>Revision: converting units & position and direction</u>
	<u>Fractions</u>	<u>Fractions, decimals and percentages</u> Decimal and fraction equivalents Fractions as division Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount – one step Percentage of an amount – multi-step Percentages – missing values	Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections
			<u>Shape</u> Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle



	<ul style="list-style-type: none"> Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers	<p><u>Ratio</u></p> <ul style="list-style-type: none"> Use ratio language Introduction to the ratio symbol Ratio and fractions Scale drawing Use scale factors Similar shapes Ratio problems Proportion problems Recipes	<ul style="list-style-type: none"> Angles in a triangle – special cases Angles in a triangle – missing angles Angles in a quadrilateral Angles in polygons Circles Draw shapes accurately Nets of 3-D shapes <p><u>Statistics</u></p> <ul style="list-style-type: none"> Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean <p><u>Area, perimeter and volume</u></p> <ul style="list-style-type: none"> Shapes – same area Area and perimeter Area of a triangle – counting squares Area of a right-angled triangle Area of any triangle Area of a parallelogram Volume – counting cubes Volume of a cuboid <p><u>Theme projects, consolidation and problem solving</u></p>
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<p>Science</p>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> Build and represent a series circuit Components in a series circuit Manipulate the number and variety of components 	<p><u>Introduce Animals, Including Humans</u></p> <p>*Explanation text</p> <ul style="list-style-type: none"> Blood components and blood vessels Transporting nutrients The circulatory system The functions of the heart Scientists who have influenced this topic The effects of exercise, drugs and lifestyle Ways to keep healthy Connection between circulatory and digestive system Removal of waste 	<p><u>Introduce Animals, Including Humans (water transportation)</u></p> <ul style="list-style-type: none"> Describe the ways in which nutrients and water are transported within animals, including humans 	<p><u>Light</u></p> <ul style="list-style-type: none"> Properties of light Light travel Colour of light Reflection Refraction 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Pioneering scientists: Carl Linnaeus Classification of living things 	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> Change over time Biological change: DNA Theories of evolution Scientists: Darwin and Wallace Adaptation and evolution
<p>History</p>	<p><u>A study of an aspect or theme in British history that extends pupils'</u></p>		<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Battle of Britain (S2)</u></p>		<p><u>Local history study: WW2 (S1)</u></p> <p>*News report</p>	



	<p><u>chronological knowledge beyond 1066:</u> <u>Windrush generation (A2)</u> <u>*Autobiography</u></p> <p>People and place Where are the Caribbean islands? What's their history? Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? Why did people migrate from the Caribbean to England in 1948? What was life in London like for the Windrush pioneers? Who was Sam King and what did he do? Who was Norma Best and what did she do? How did the Windrush migration change Britain for the better?</p>	<p><u>*Poetry</u></p> <p>Cause Why did Britain declare war on Germany in 1939? Food shortage Why was rationing introduced? Threat Why were people evacuated from cities? Battle of Britain What happened in the Battle of Britain? Bombing cities The Blitz: how did Hitler continue to attack Britain? Consequence How did conflict change society in the Second World War?</p>	<p> How did conflict change our local area in WW2? The Second World War Remember: The Battle of Britain and World War Two. The Friendly Invasion Why was East Anglia described as mini America? Places and People Where were the airbases in our locality? Why were these airbases important to the war effort? What effect did these airbases have on our local area? Memorials How do we remember the brave men and women who defended our country?</p>
<p>Geography</p>	<p><u>Physical processes: earthquakes, mountains and volcanoes (A1):</u> <u>*3rd person narrative</u> <u>*News report</u> <u>*Explanation text</u></p> <p>The Earth's structure and tectonic plates What makes up layers of planet Earth? What are tectonic plates and where do you find them?</p>	<p><u>Comparison study – UK, Europe North or South America : United Kingdom, Europe and North America (S1)</u> <u>*Explanation text</u></p> <p>Europe: Where is the Lake District? How was the Lake District formed? Poland: Where can you find the Tetra mountains? What are the Tetra mountains like?</p>	<p><u>Settlements and relationships (S2)</u></p> <p> What are settlements and where are they found? Settlement patterns: Do settlements have a pattern? People and economic patterns: Do people, their movement and economic activity have patterns</p> <p><u>Orienteering</u></p>



	<p> How do tectonic plates move and what happens when they meet or separate?</p>	<p>North America: The Caribbean and Jamaica: what do we know? What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</p>	<p> What are 4 and 6 figure grid references? How do we use them? Introduction to orienteering What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? Outdoor orienteering courses How do I navigate a simple course outdoors with controls? Motala: how do I navigate multiple outdoor courses using controls? How do I plan and set up an orienteering course?</p>
Art	<p><u>Painting and Collage (A2)</u></p> <p> Observation of still life can be responded to through a combination of different media and styles Create a still life using a variety of colours, textures and materials, including paint</p>	<p><u>Printmaking & textiles (S1)</u></p> <p> Batik is a method of making marks on cloth using hot wax Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing Apply wax to the surface of fabric and dye it to create coloured designs Create a simple one-point perspective sketch</p>	<p><u>Creative response (S1)</u></p> <p> There are a series of steps in the creative process Mediums can be combined to create texture and detail Refer to previous knowledge and skills to make creative choices Apply and refine drawing and textile techniques</p>
DT	<p><u>Food and nutrition (A1)</u> *Discussion text</p> <p> What street foods are How snacks can be good foods to eat Make a burrito Make and roll bread dough Make a savoury pastry</p>	<p><u>Mechanisms (S2)</u></p> <p> Types of pulley systems and gears Common uses of pulleys and gears How pulleys and gears can create simple mechanisms and change direction of movement Design and make a model Ferris wheel powered by gears</p>	<p><u>Structures (S2)</u></p> <p> Structures can be supported with guy lines and flying buttresses The shorter the piece of spaghetti, the stronger it will be Construct a flying buttress to support a tower</p>



		Evaluate the success of their outcomes and recommend improvements	Use appropriate lengths of spaghetti to increase strength and stability
Spanish	Time Places in school & subjects Opinions Perfect tense	Ordering drinks & buying things Present tense	Everyday directions Theme park
Music	<u>FOCUS: Dynamics, Pitch, Texture and Timbre</u> Children will be able to: Engage in discussion about a piece of music using varied vocabulary in response to what they hear Take the role of conductor or follow a conductor Compose using all 7 Music Elements Sing in two or more parts securely Perform rhythms confidently on their own or in a group; compare and contrast pieces of music from different eras.	<u>FOCUS: Dynamics, Pitch, Texture and Theme and Variations</u> Children will be able to: Explore musical concept of theme and variations and discover how rhythms can be 'translated' onto different instruments/body percussion Compare and contrast different variations in Benjamin Britten's 'The Young Person's Guide to the Orchestra', identifying the sounds of different instruments Use complex rhythms to perform a theme.	<u>FOCUS: Baroque and Composing a Leaver's Song or Rap</u> Children will: Name some well-known Baroque composers and their musical features Learn about 'ground bass' in Baroque music and compose their own repeating melodic patterns Learn about the musical form of fugue and the musical form oratorio.
Computing	<u>Computer Science: coding</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with various forms of input and output.	<u>Information Technology: media</u> Understand computer networks including the Internet and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including Internet services) on a range of digital	<u>Information Technology: media</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and



	<p> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><u>Computer Science: computational thinking</u></p> <p> Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>		<p>devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly.</p> <p><u>Digital Literacy: internet safety</u></p> <p> Understand the opportunities computer networks offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.</p>		<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>Computer Science: coding</u></p> <p> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	
PE	<p><u>Football</u></p> <p> Dribbling First touch Passing Pass and move Positioning Attack vs defence Tactical awareness Shooting Matches</p>	<p><u>Netball</u></p> <p> Passing Passing and moving Receiving Positions and their roles Footwork rule Pivot</p>	<p><u>Gymnastics & Dance</u></p> <p> Technique of stag leap Partners lift Phrase based on the Haka Freeze frames in street dance style Top Rock and Slide Step</p>	<p><u>HRE</u></p> <p> Mini circuits Basic fitness Engaging different movements of the body Importance of exercise Long distance running</p>	<p><u>Athletics</u></p> <p> Basic movements Running, Balancing Different speeds Jumping Jumping over obstacles Throwing</p>	<p><u>Cricket</u></p> <p> Underarm bowling Batting Accuracy Close catching Deep fielding Overarm bowling Front foot drive technique</p>



	Officiating Scoring	Attack vs defence Officiating Scoring Tactical awareness Matches	Basic shapes Travelling Directions Speeds Linking Mirroring Pencil roll Balances Landing Jumps from height Teddy bear roll Half turn Full turn Egg roll Forward roll Backwards roll Small & large apparatus Sequences	Interval training Fartlek training	Jumping with height & distance Long distance Triple jump Relay Improving techniques Score keeping Understanding the different running distances.	Long barrier/short barrier Types of bowling Distance Placement Officiating Scoring Matches
Sanskrit	Simple sentences 'Battle' topic	Nominative and Accusative case 'Battle' topic	Accusative sentences 'In the Ocean' topic'		Adjectives 'Occupations' topic	
Yoga	<u>Mooladhara, Root</u> Practise various asanas to build grounded stability and balance the foundation chakra. Record daily	<u>Swadhisthana, Creativity</u> Practise various asanas in standing, sitting, prone and supine to increase the	<u>Manipura, Solar</u> Practise various asanas to improve digestion and balance the 3rd chakra. Lead and support the campaign of Surya	<u>Anahata, Heart</u> Practise various asanas in standing, sitting, prone and supine to keep the heart chakra active. Practise with family	Revisit primary teachings	



	<p>practise of 25+ types of Chandra Namaskar asanas flow (L6), concentrate on the variation poses- Ardha Chandrasana, Parivrtta Trikonasana, Utthita Padangusthasana, Natarajasana to link with the 8+4 qualities of Radharani. Produce a poster on the main teachings of Yamas & Niyamas to improve the understanding and implementation of the practise. Record the experiences of progress, the names of asanas, pranayama, mudras, meditation to cultivate</p>	<p>creativity chakra. Lead and support the campaign of Surya Namaskar, practise 6 cycles of Surya Namaskar with 6 chanting of the 12 mantras daily, state main names of asanas, by producing a poster with their personal selection verse of BG to improve wellbeing, energise mental willpower and connect with Divine. Produce a song on Yamas & Niyamas related to the teachings of BG. Teach the steps leading to Padmasana, and Nadi Shodhana</p>	<p>Namaskar, practise 6 cycles of Surya Namaskar with 10 chanting of the 12 mantras, with their personal selection verse of BG to improve wellbeing and energise mental willpower. Practise eye, face, foot acupuncture Yoga to promote relaxation and improve blood circulation. Practise and add energising variation poses, Vasisthasana Vinyasa flows to the Surya Namaskar cycle to build determination and strength. Practise and remember the benefits of various mudras learnt in Autumn to develop wisdom, intuition, stability and mental clarity. Practise Kapal Bhati and Sama Vritti (L3) pranayama to</p>	<p>and record 6 cycles of Surya Namaskar daily, with 12 chanting mantras to the campaign. Practise walking zen, Gayatri mantra, inner silence, zazen, self-enquiry, loving kindness, sankalpa to cultivate the qualities of non- judgmental and improve immunity, self-awareness, mindful breathing and relaxation. Practise and add energising variation poses, Vasisthasana Vinyasa flows to the Surya Namaskar cycle to build determination and strength. Practise and remember the benefits of various mudras learnt in Autumn to develop wisdom, intuition,</p>	
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	<p>ownership of progressive practising. Practise Hridaya mudra to encourage oxygen into the heart. Produce meditation scripts to encourage ourselves to manage anxiety with patience, empathy and gratitude.</p>	<p>(L4) to improve the coordination of mindful breathing and usage of Vishnu mudras on the 3rd eye chakra. Record and practise the Kalpa Bhati pranayama to remove toxins, balance blood pressure and expand the functions of the lungs and abdomen. Practise, remember the names of the mudras and their benefits Chin, Shunya, Dhyan, Prana, Jala, Citta, Hridaya and Shankh to improve digestion, meditation, hearing, observations,</p>	<p>encourage positivity and balance for the mind.</p>	<p>stability and mental clarity. Practise Kapal Bhati and Sama Vritti (L3) pranayama to encourage positivity and balance for the mind. Asanas Yoga on the appearance of Lord Chaitanya helps to deepen our faith in our relationship with our Divine. Practise and teach the steps leading to Ustrasana to boost self- esteem and revitalise the brain. Master and remember the main benefit of regular practice of Matsya mudra</p>	
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		concentration, relaxation skills and cultivate team leadership qualities.				
PRE	<p><u>Critical and philosophical thinking</u></p> <p> Importance of critical thinking, philosophical thinking and personal insight (e.g. in their own lives).</p> <p> Difference between moral truth and other forms of truth.</p> <p> Common logical fallacies.</p> <p> Evaluate forms of argumentation, as by identifying fallacies in speech, written articles and so on.</p> <p> Analyse, Synthesise and Evaluate by presenting, justifying and</p>	<p><u>Self & world: Bhagavad Gita study</u></p> <p> Gita is a response to a moral dilemma.</p> <p> Main Hindu concepts (at least: Jiva, Isvara, Karma, Yoga, Bhakti, Samsara, Gunas/Prakriti and Moksha) and the related verses.</p> <p> Various ways of structuring and making sense of the Bhagavad-gita</p> <p> Contemporary and topical moral issues (e.g. in news articles) on the basis of the Gita.</p> <p> The Gita's relevance to their</p>	<p><u>Self & God: Relationships</u></p> <p> Tive main 'rasas' with examples.</p> <p> Various types of relationships we have in this world and analyse them, as found in literature or film/TV, in terms of the 'rasas'.</p> <p> Worldly relationships change over the course of our lives.</p> <p> 'Six-loving exchanges' of Chaitanya-Vaishnavism and evaluate how these are relevant to their own lives.</p> <p> Detailed examples from Hindu scripture (or the lives of Vaishnava saints) that exemplify the 'six-loving exchanges'.</p> <p> Key principles of good association (sadhu</p>	<p><u>God & world: Lining values: etiquette</u></p> <p> Importance of etiquette using scriptural examples.</p> <p> The key role of etiquette in nurturing moral values.</p> <p> Progressive Ashrams and with specific references to the role of etiquette between boys and girls.</p> <p> Improving their own conduct re: etiquette, with evaluation of how this may help their own respective futures, and those of others.</p>	<p><u>Self & world: Lining values- rites of passage</u></p> <p> Permanence and change, especially as applied to notions of the permanence of the spiritual self, constant change and non-permanence of the body and 'stages of life' and as linked to 'rites of passage'.</p> <p> The four ashramas, as linked to (a) enjoying and accepting the world (b) renouncing the world and practicing austerity (c) the ideas of 'consequences' and 'long-term happiness'.</p> <p> Compare a main rite of passage for Hinduism,</p>	<p><u>Self & world: Teachings for life</u></p> <p> Vedic cosmology, Vedic time and Vedic contributions to mathematics (e.g. pi, zero), arts (e.g. poetics, architecture) and sciences (e.g. surgery, speed of light).</p> <p> Explore the metaphors (car and driver / old and new clothing) and arguments (difference between a living and dead body / finger as part of body) for the existence of the spiritual self, separate from the body and mind.</p>



	defending a sound argument for a particular moral or philosophical standpoint.	own lives, taking into account the teachings of the Gita on free will and destiny.	sanga) and how such association can be accessible and relevant to their lives. Virtues in sustaining meaningful and fulfilling relationships. What relationships and virtues are important to them.		Christianity and Judaism. Analyse the rite of passage called 'diksha' or 'initiation' within the Chaitanya tradition. Develop their own life-aspirations.	Main arguments for the existence or non-existence of God and be able to explore and articulate their own opinion. Problem of suffering/evil, and understand the Chaitanya tradition's response. Open forum discussion sessions, including significant time dedicated to "questions and answers".
PSHE	<u>Me and my Relationships</u> Assertiveness Cooperation Safe/unsafe touches Positive relationships	<u>Valuing Difference</u> Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying	<u>Keeping Safe</u> Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	<u>Rights and Respect</u> Understanding media bias, including social media Caring: communities and the environment Earning and saving money	<u>Being my Best</u> Aspirations and goal setting Managing risk Looking after my mental health	<u>Growing and Changing</u> Coping with changes Keeping safe Body Image Sex education Self-esteem



		Understanding Bystander behaviour Gender stereotyping		Understanding democracy		
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