

Havencross School

Flourish Phase Curriculum Overview

Securing Curriculum

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	A Monster Within	Romeo and Juliet	Reading or Study	Small Island	Myths and Legends	Poetry
MATHS (Whitrose)	Block 1: Straight line graphs Block 2: Forming and solving equations Block 3: Testing conjectures	Block 4: Three dimensional shapes Block 5: Constructions and congruency	Block 1: Numbers Block 2: Using percentages Block 3: Maths and money	Block 4: Deduction Block 5: Rotation and translation Block 6: Pythagoras' theorem	Block 1: Enlargement and similarity Block 2: Solving ratio and proportion problems Block 3: Rates	Block 4: Probability Block 5: Algebraic representation
SCIENCE	Plant nutrition and Photosynthesis Materials	Reproduction in Plants Acids and Bases	Resistance and Parallel Circuits Waves	Carbon Cycle and Climate Breathing and Respiration	Hidden Forces Magnets and Electromagnets	Disease and Drugs Adaptations, competition, natural selection and evolution
HUMANITIES	World Wars	Weather and Climate	Racism, Human Rights and The Suffragettes	Global Development	The Cold War and Local History	Game Changer Project
VISUAL ARTS	Art Mediums		Digital Media		My Arts Exploration	
PERFORMING ARTS	Dance and Movement		DESIGN	Epic Theatre	Theatre Makers in Practice	Theatre Makers in Practice
COOKING	Making Informed Choices		Food Provenance		Traditional Cuisine	

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PE	Invasion Games	Swimming	Rounders	Table Tennis	Cricket	Athletics
PSHE (Jigsaw)	Being in my World: Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse, relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse, peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicals Self-identity, influences, social groups, social media, risks and experimentation, positive and negative self identity, fitting in (leading to crime?) risks, consent, perception, misperception	Celebrating Difference: Prejudice, discrimination, protected characteristics and equality act, banter, peer-on-peer abuse, law and bullying, schools, hate crime, LGBT+ rights in the workplace, challenging negative attitudes, why do people judge? Power of positive and negative language, being understood, banter or verbal bullying, peer-on-peer abuse, types of bullying including online effects on mental health, self-awareness, anti-bullying strategy, peer-on-peer abuse, diversity, discrimination, protected characteristics, EQ act, equality, prejudice and stereotyping, ageism, protecting against discrimination, prejudice and stereotyping, ageism, protecting against discrimination	Dreams and Goals: Personal strengths, health goals, importance of planning, career options, world of work, choices, happiness pressure, being happy, mental health and ill health, causes, support, stigma, media manipulation & fake news, effects on mental health, self-esteem, mental well-being strategies	Healthy Me: Teenage brain development, three 'ways of thinking', changing social and physical environment during teenage years, physical health recap, the brain, learning and memory, protecting the brain from risks such as alcohol, smoking, vaping, illegal drugs. County lines REAL link (optional), windows of development, decision making, physical and mental health decisions, emergency situations, Lifesaving skills (link with Resuscitation Council UK interactive lesson), mental health first aid, self-care, being a good listener, helping someone with mental health difficulties, role play conversation, fitting in and taking risks mental health support	Relationships: Positive and negative impact of relationships, top 10 tips for healthy relationships, power, peer-on-peer abuse, attraction (body), Pornography and the law, how real is pornography? Starting a family? Sex and the law, Age of consent, contraceptive choices, consequences of unprotected sex, physical and emotional, age of consent	Changing Me: Mental health and wellbeing, anxiety, OCD, phobias, depression, being supportive, challenging stigma, change, reactions and responses to change, resilience, sleep facts and needs, How to sleep better, benefits of relaxing, resilience, dealing with obstacles, tips on developing resilience, changing and growing, impact on body and mind dealing with change
Havencross Outdoors	Playing and Exploring	Sculpture	Bushcraft Part 1	Nature and the Environment	Bush Craft Part 2	Geographics and Maps

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COMPUTING	Python programming with sequences of data	Media - Animations	Data science	Representations - Going audio visual	Introduction of cybersecurity	Applying programming skills with physical computing
RELIGIOUS EDUCATION	Rosh Hashanah and Yom Kippur (Judaism)	Bandi Chor (Sikhism)	Parinirvana (Buddhism)	Lailat al Miraj (Islam)	Sunday (Christianity)	Kumbh Mela (Hinduism)

SMSC/ BRITISH VALUES	Year 5		Year 6		Year 7		Year 8	
	Year 5	Year 6	Year 5	Year 6	Year 7	Year 8	Year 7	Year 8
	To respect and tolerate the opinions or behaviour of others. Be free to express views or ideas. Reflect willingly on their experiences. Use imagination and creativity in their learning. Sense enjoyment and fascination when learning about themselves, others and the world around them. Cooperate well with others and be able to resolve conflicts effectively. Participate in a variety of communities and social settings. Use a range of social skills in different contexts. Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination. Know about and respect the public institutions and services in England. Understand the consequences of their behaviour and actions. Participate in and respond positively to artistic, musical, sporting and cultural opportunities.	To respect and tolerate the opinions or behaviour of others. Be free to express views or ideas. Learn that all people and institutions are subject to and accountable for their actions and behaviour. Be part of a system where everyone plays an equal part. Know about and respect the public institutions and services in England. Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues. Understand the consequences of their behaviour and actions. Recognise the difference between right and wrong and readily apply this understanding in their lives. Reflect willingly on their experiences. Use imagination and creativity in their learning. Sense enjoyment and fascination when learning about themselves, others and the world around them. Participate in and respond positively to artistic, musical, sporting and cultural opportunities. Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety. 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Participate in and respond positively to artistic, musical, sporting and cultural opportunities. Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others. Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety. Cooperate well with others and be able to resolve conflicts effectively. Participate in a variety of communities and social settings. Know about and respect the public institutions and services in England. Understand the consequences of their behaviour and actions. Understand legal boundaries and, in so doing, respect the civil and criminal law of England. Recognise the difference between right and wrong and readily apply this understanding in their lives. Reflect willingly on their experiences. Sense enjoyment and fascination when learning about themselves, others and the world around them.	To respect and tolerate the opinions or behaviour of others. Be free to express views or ideas. Learn that all people and institutions are subject to and accountable for their actions and behaviour. Be part of a system where everyone plays an equal part. Understand the consequences of their behaviour and actions. Reflect willingly on their experiences. Use imagination and creativity in their learning. Sense enjoyment and fascination when learning about themselves, others and the world around them. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. Participate in and respond positively to artistic, musical, sporting and cultural opportunities. Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others. Cooperate well with others and be able to resolve conflicts effectively. Participate in a variety of communities and social settings. 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