



## INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject			Relevant Curriculum Statements		Related Vocabulary
<b>PSHE – Dreams and Goals</b>	EYFS	“Children are confident to speak in a familiar group. They will talk about their ideas, and will choose the resources they need for their chosen activity.”	Hope (T1) Plan (T1) Success (T1)		
	KS1	“Children can identify successes and achievements and can tell you how they learn best.”	Perseverance (T2) Determination (T2) Achievements (T2)		
	KS2	“Children know how to overcome problems individually and as part of a group. They appreciate the similarities and differences in aspirations of young people in their own culture and different cultures.”	Aspirations (T2) Motivation (T3) Attitude (T2) Empathy (T3)		
<b>SCHOOL AIMS</b> Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’. <ul style="list-style-type: none"> <li>✓ <b>Respect</b></li> <li>✓ <b>Responsibility</b></li> <li><input type="checkbox"/> <b>Resilience</b></li> </ul>			<b>BRITISH VALUES</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Democracy.</li> <li><input type="checkbox"/> The rule of law.</li> <li>✓ Individual liberty.</li> <li>✓ Mutual respect.</li> <li>✓ Tolerance of those of different faiths and beliefs</li> </ul>		
<b>CULTURAL CAPITAL</b> Children may demonstrate an understanding of different cultural ideas, individual aspirations, and beliefs. Children may develop empathy with people who are suffering or from different socio-economic backgrounds. Children will develop awareness of others’ aspirations, they may develop knowledge of pioneers who have an impact on the world.					
<b>IMPLEMENTATION AND SEQUENCING</b>					
<b>What will be made, produced, performed, or published?</b>					
Children will participate in a sequence of lessons. They will develop their speaking and listening skills and a better understanding of their own learning potential. Resulting in a clear demonstration of an awareness of aspirations.					
<b>What sequence of activity and pedagogy will be undertaken?</b>					
<b>EYFS:</b> Gain the confidence to ask for help to achieve simple goals. <b>Year 1:</b> Understand how to set simple goals. <b>Year 2:</b> Understand how to set realistic goals and to think about how to achieve them. <b>Year 3:</b> Understand how to set realistic goals and think about how to achieve them, recognising obstacles to their success. <b>Year 4:</b> Understand how to set realistic goals, using a step-by-step approach to achieve them successfully as part of a group. <b>Year 5:</b> Understand how to set realistic goals, describing the dreams and goals of young people in other cultures. <b>Year 6:</b> Understand how to set realistic goals, describing ways to work with other people to make the world a better place. <b>Mastery:</b> Understand how to set realistic yet aspirational goals that may impact positively on the world around them.					
<b>IMPACT</b>					
<b>What knowledge will the children have embedded?</b>					
Children may be able to reflect and compare their own hopes and dreams with other communities and individuals. A consideration of how to support others in achieving and understanding of how to overcome obstacles and disappointments.					
<b>What retention may be demonstrated?</b>					
<i>Here are some example questions that may be used to assess children’s understanding.</i> <b>EYFS:</b> Who can you go to to ask for help? <b>KS1:</b> Can you tell me what your goal is? Tell me something you are going to do to help you achieve your goal? <b>KS2:</b> What obstacles could prevent you from achieving your goal? What obstacles could prevent other young people from achieving their goals?					