



SHERBORNE QATAR
SCHOOL FOR GIRLS

Curriculum Policy 2024-2025

The School's Mission Statement

We aim to produce well-educated, well-rounded individuals who have high aspirations and achieve their potential, in a happy and nurturing school.

To fulfil these aims we:

- create and maintain a learning environment that is secure, stimulating and enjoyable;
- enable our pupils to achieve academic success and develop extensive knowledge, skills and understanding;
- enable our pupils to benefit from a curriculum rich in enquiry-based learning and STEM educational learning opportunities;
- help pupils prepare for adult life by developing appropriate values and fostering self-confidence, mutual respect and a sense of duty; and
- enable pupils to learn about, and benefit from, both British and Qatari culture whilst abiding by the laws of Qatar.

Purpose

The school, as stated in the Mission Statement above, aims to offer a varied curriculum to its pupil cohort that prepares young people for future life opportunities and further study if desired.

We plan a curriculum that is balanced, challenging and relevant for the 21st century. As such, it is designed to deliver our vision and mission. It is based on the National Curriculum of England 2014 (including later updates in 2015, 2016 and 2021), adapted with STEM opportunities throughout, and adapted towards the local requirements of our international setting. We regularly review what we teach to keep the work up-to-date and stimulating for our pupils. Pupils with additional needs are supported whilst our more able pupils have the opportunity to deepen their understanding and develop their skills to a higher level (see Intervention and Learning Support section later in this policy).

All curriculum plans and schemes of work provide content, skills and teaching styles appropriate to the ages and abilities of all pupils and provide linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum is enriched by a wide range of extracurricular activities. All Muslim pupils receive lessons in Islamic Studies and all pupils for whom Arabic is a first language receive compulsory Arabic lessons. There is also the opportunity for pupils to

study Spanish and Arabic as a second language. All pupils (up to Year 9) study Qatari History, either in Arabic (for first language Arabic speakers) or in English (for non-native pupils). Pupils also participate in a PSHE programme that reflects the school's aims. Physical Education and Performing Arts form part of every pupil's curriculum from Pre-School to Year 6. Pupils in Years 7 to 12 do not study Performing Arts as part of the taught curriculum (there is the option to opt into extra-curricular opportunities after school) but Physical Education lessons are compulsory throughout the school.

For education to be relevant and effective for the future, we offer a curriculum that not only imparts knowledge but affords pupils the opportunity to discover it for themselves, to scrutinise it, to apply it within creative, problem-solving situations and then discuss and communicate it to others. It is more than a list of content to be memorised - it is a scheme of work that promotes active engagement, creativity and independent learning in the classroom. This prepares pupils for the demands of the modern workplace and the challenges they will face in later life.

STEM learning opportunities and the concepts of STEM education are built into all learning throughout the school. STEM is more than just the subjects of Science, Technology, Engineering and Mathematics - it is a holistic way of learning where inquisitive thought processes, collaboration, innovation and teamwork are embedded into the way pupils learn. With excellent Science facilities, a Maker Space, a Virtual Reality Room and designated STEM time, our pupils can access additional educational learning opportunities unlike those in other schools. We encourage all our teachers to build a STEM-rich curriculum and fully utilise the resources we have. The curriculum is aligned with the school Mission and Vision and created to meet the pupils' physical, social and physiological needs.

The school is split into two key sections:

- Preparatory: Preschool – Year 6
- Seniors: Years 7 to 12
- This is the split of year groups typically seen in independent schools in the UK and is driven principally with pupils' pastoral and social considerations in mind.
- The academic curriculum is split into five sections:
- Early Years (EYFS: Pre-School and Reception)
- Key Stage 1 (Years 1 and 2)
- Key Stage 2 (Years 3, 4, 5, and 6)
- Key Stage 3 (Years 7, 8 and 9)
- Key Stage 4 (Years 10 and 11) 'The i/GCSE Years'
- Key Stage 5 (Year 12) 'The Advanced Level Years'

When

The curriculum is designed each year, to commence in September and end in June (an academic year at Sherborne Qatar School for Girls). Pupils will be able to study subject courses from Year 12 if i/GCSE (or equivalent) examination grades allow.

How

In the Early Years, Key Stage 1 and Key Stage 2 sections, pupils are taught in a form setting, mostly by one teacher, who oversees their overall progress. In Preschool to Year 2, each class is also supported by a teaching assistant. In Year 3, the year group has 2 TAs assigned to them, whilst Years 4 – 6 have one TA per year group. Pupils also have access to specialist teaching provision in Arabic, Islamic Studies and Performing Arts. Pupils from Preschool - Year 6 have access to specialist PE staff too.

The school has digital curriculum packages and schemes to support learning. We use Read Write Inc, Talk for Writing, Accelerated Reader and MyON, White Rose Maths, and Reading Arabic. These schemes provide material and a means to track pupil progress in specific areas of the curriculum.

The school is a BYOD learning environment and is working towards being a Microsoft Showcase School. All pupils from Year 1 upwards bring their own Microsoft Surface device to school (Year 1 to Year 3: Microsoft Surface Go 3; Year 4 to Year 11: Microsoft Surface Pro 8 or 9).

The school is well-resourced and has plentiful materials to support learning. The classrooms are spacious, bright and well-ventilated. We take pride in producing meaningful displays, both in the classroom and on the walls in the corridors, supporting our goal of creating a suitable environment that encourages and motivates our pupils to learn.

The school has a separate Assessment Strategy that covers all year groups from Pre-School to Year 12.

The EYFS Curriculum - SQSFG Early Years Foundation Stage Policy Sept 2023.docx

At Sherborne Qatar School for Girls (SQSFG), we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child reach their full potential.

As outlined in the EYFS Handbook 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS (Early Years Foundation Stage EYFS Framework 2024) the four guiding principles that shape practice within Early Years settings:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

The seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the prime areas:

Communication and Language Physical Development

Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematic
- Understanding the World
- Expressive Arts and Design

Number of hours perweek	Pre-School	Number of hours perweek	Reception		21 hours 15 minutes teaching per week; 1hour 15 minutes registration per week
PE (specialist)	1	Read Write Inc (Phonics Programme)	2.5	07:00-07:15	Arrival
Music (specialist)	1.25	PE (specialist)	1	07:15-07:30	Registration
Arabic (specialist)	1.5	Music (specialist)	1.25	07:30-09:00	Lessons (1 hour 30 minutes)
Islamic (specialist)	1	Arabic (specialist)	1.5	09:00-09:30	Break (30 minutes) Primary Dining Hall
EYFS curriculum	15.5	Islamic (specialist)	1	09:30-11:30	Lessons (2 hours)
Assembly	0.5	EYFS curriculum	13	11:30-12:15	Break (45 minutes) Primary Dining Hall
PE class teacher	0.5	Assembly	0.5	12:15-13:00	Lessons (45 minutes)
		PE class teacher	0.5		
Total Hours	21.25				
		Total Hours	21.25		

Primary Curriculum KS1 and KS2 (Years 1-6)

Years 1 and 2, continue to carefully build on the skills children have learned in Foundation Stage, specifically continuing to extend and develop levels of independence as well as providing opportunities for children to lead their own learning. This then prepares the pupils to confidently embark on the learning on KS2.

Phonics is taught in EYFS and KS1 in homogenous groups based on ability via Read, Write, Inc. where children enjoy daily discreet phonics lessons suitable for their ability. In KS2, children take part in Guided Reading sessions in which they spend time studying a text together with a focus on a different area of reading such as inference, prediction or language. Spelling and handwriting are included in weekly sessions as well as incorporated as part of all written work. English writing is taught using the Talk for Writing approach in which children spend time getting to know the structure of a text and building their

own composition around a well-known framework. This combines spelling, punctuation and grammar alongside creative writing skills and an exposure to quality vocabulary. In KS2, we place a big emphasis on the use of Accelerated Reader to promote and track reading progress.

Mathematics is taught every day using the White Rose Maths framework where daily opportunities are created to develop fluency, reasoning and problem-solving skills. Lessons incorporate a combination of concrete materials and visual representation to support the children with their understanding of each abstract concept. Time is taken to deeply embed understanding and provide children with opportunities to reach mastery level with each concept.

At Sherborne Qatar School for Girls, the children develop an enthusiasm for and enjoyment of STEM through a range of engaging and hands-on activities in project-based learning, incorporating all elements of the National Curriculum. Their knowledge and understanding of important scientific, technology, engineering and mathematical ideas are developed, along with key processes and skills. The girls are taught different ways of thinking, how to find things out and how to communicate their ideas effectively through technology. We endeavour to make lessons thought-provoking and inspiring, leading children to wonder, ask questions, research and then discuss their learning at home. Ultimately, we aspire to ensure the children become successful, confident learners, enjoying the process of exploring values and ideas through STEM. The principal focus of STEM teaching in Years 3-6 is to enable pupils to develop a deeper understanding of a wide range of STEM ideas with a focus on Technology. Technology is embedded within lessons, and pupils become proficient in using their devices to support their learning. In addition to discrete Science and Computing lessons, STEM skills are built in through a cross-curricular, project-based learning approach in ‘Enquiry’ lessons. Projects start with a ‘WOW’ experience to engage the pupils, and these range from specially created videos to treasure hunts and letters from mystery people. The projects culminate in an outcome such as a sharing day with parents, a performance, a written report or a presentation. During the project, children are immersed in the required skills and knowledge and are given the opportunity to ‘have a go’ before embarking on the final challenge.

The curriculum is broad, balanced and offers pupils a wide range of learning opportunities. We broadly follow the National Curriculum for England and adhere to the MOEHE requirements for the statutory teaching of Arabic, Islamic Studies and Qatar History.

Number of hours per week	Years 1 - 2	<i>25 hours teaching per week; 1 hour 15minutes registration per week</i>	
English	4.5	7:00-07:15	Arrival
RWINC/Guided Reading	2.5	07:15-07:30	Registration
Mathematics	3.5	07:30-09:30	Lessons (2 hours)
Music	1.25	09:30 - 10:00	Break (30 minutes) Primary Dining Hall
PE	1	10:00-12:00	Lessons (2 hours)
ICT / Computing	0.75	12:00 - 12:45	Break (45 minutes) Primary Dining Hall

Enquiry / Science / Art	3.5	12:45-13:45	Lessons (1 hour)
Arabic	4	13:45-14:30	Enrichment
Qatar History	1		
Islamic	2		
PSHE/assembly	1		
Total hours	25		

Number of hours per week	Year 3		<i>25 hours teaching per week; 1 hour 15 minutes registration per week</i>
English	4.5	07:00-07:15	Arrival & Registration
RWINC / Guided Reading	1.5	07:15 - 09:00	Lessons (2 hours)
Spelling & Handwriting	0.5	09:00 - 09:30	*Assembly / PSHE
Mathematics	4.5	09:30 - 10:00	Break (30 minutes) Prep Canteen
Performing Arts	0.75	10:00-12:00	Lessons (2 hours)
PE	1	12:00 - 12:30	Break (30 minutes) Prep Canteen
Computing	1	12:30-13:30	Lessons (1 hour)
Enquiry / Science / Art	3	13:45-14:30	Enrichment
Qatar History	1		
Islamic	2		
PSHE / Ministry Values Assembly / Interhouse	1.25		
Total hours	25		

*The time for this session varies on the timetable

Number of hours per week	Years 4-6		<i>25 hours teaching per week; 1 hour 15 minutes registration per week</i>
English (inc. Library)	4.5	06:45-07:00	Arrival & Registration
Mathematics	4.5	07:00-09:00	Lessons (2 hours)
Science	1	09:00 - 09:30	*Assembly / PSHE
Enquiry and STEM	2	9:30 - 10:00	Break (30 minutes) Senior Canteen
Guided Reading	1.5	10:00-12:00	Lessons (2 hours)
PE	1	12:00 - 12:30	Break (30 minutes) Senior Canteen
Performing Arts	0.75	12:30-13:30	Lessons (1 hour)
Computing	1	13:30 - 13:45	Story Time

		13:45-14:30	Enrichment
Arabic	4		
Islamic Studies	2		
Qatar History	1		
PSHE / Ministry Values Assembly / Interhouse	1.75		

Total hours	25
-------------	----

*The time for this session varies on the timetable

Key Stage 3 Curriculum – ‘The Transition Years’

Pupils in Years 7, 8 and 9 are taught a broad curriculum in line with the National Curriculum of England, together with the three compulsory subjects of Arabic, Islamic Studies and Qatar History. The Transition Years are the years in which the gap between Primary and Secondary education is ‘bridged’.

Pupils study a range of subjects that follows the requirements and guidelines of the National Curriculum for England and Wales, both in terms of subject content and time allocation within the weekly timetable. We honour the requirements of the MOEHE in terms of teaching Arabic as both a first and second language, teaching Islamic Studies to all Muslim pupils, teaching Qatar History to all pupils up to Year 9, and ensuring we build into schemes of work links to Qatari Culture and Values.

Numbers of hours per week	Year 7	Year 8	Year 9		
English	4	4	4	06:45-07:00	
Mathematics	4	4	4	07:00-07:10	
Science	4	4	-	07:10 - 07:50	
Arabic	4	4	4	07:50-08:30	
Islamic	2	2	2	08:30-09:10	
Qatar History	1.2	1.2	1.2	09:10-09:25	
Physical Education	1.3	1.3	1.3	09:25-10:05	
ICT/Computing	1.3	1.3	1.3	10:05-10:45	
Geography	1.3	1.3	1.3	10:45-11:25	
History	1.3	1.3	1.3	11:25 - 11:35	
Spanish	1.3	1.3	1.3	11:55-12:35	
Art	1.3	1.3	1.3	12:35-13:15	
Physics	-	-	1.3	13:15-13:45	
Chemistry	-	-	1.3	13:45-14:45	
Biology	-	-	1.3		
STEM / House / PSHE / Assembly / Reading / Debating / University	2	2	2	27 hours teaching time per week plus 2 hours tutor programme focusing on STEM / House / PSHE / Assembly / Reading / Debating / University preparation	

In Year 9, teachers introduce key concepts into the curriculum that are taught at i/GCSE in Years 10 and 11. The Sciences are split to allow for a more detailed, specific way to learn them, again in preparation for the start of the i/GCSE courses.

Key Stage 4 Curriculum

Years 10 and Year 11 are the i/GCSE (International General Certificate of Secondary Education) years at Sherborne Qatar School for Girls.

In order to offer a balanced curriculum whilst still maintaining a focus on the skills developed through STEM education (Science, Technology, Engineering and Mathematics), we offer the following curriculum for pupils in Years 10 and 11:

Compulsory i/GCSE Subjects

- English Language (First or Second Language based on ability)
 - English Literature
 - Mathematics
 - A minimum of two Science subjects picked from the blocks below Compulsory Lessons (without qualification)
 - Physical Education
 - Interhouse
 - Personal, Social, and Health Education
 - Careers
 - Creativity, Innovation and STEM (taught through PSHE, extra-curricular clubs and House)
- I/GCSE Optional Subjects

Pupils pick one subject from each block.

Please choose 1 OPTION subject from each of the 5 blocks				
Block A	Block B	Block C	Block D	Block E
Chemistry	Geography	Art & Design	Chemistry	Physics
Geography	Art & Design	Travel & Tourism	Chemistry	Biology
Travel & Tourism	BTEC IT	English Literature	Biology	Business Studies
ICT	Physics	Computer Science	History	
		Business Studies		

Timetable Years 10 & 12 (Sunday to Thursday)

06:45-07:00	Arrival
07:00-07:10	Registration
07:10 - 07:50	Period 1 (40 minutes)
07:50-08:30	Period 2 (40 minutes)
08:30-09:10	Period 3 (40 minutes)
09:10-09:25	<i>Break (15 mins) Senior Dining Hall</i>
09:25-10:05	Period 4 (40 minutes)
10:05-10:45	Period 5 (40 minutes)
10:45-11:25	Period 6 (40 minutes)
11:25 - 11:35	<i>Break (30 mins) Senior Dining Hall</i>
11:55-12:35	Period 7 (40 minutes)
12:35-13:15	Period 8 (40 minutes)
13:15-13:45	Period 9 (30 minutes)
13:45-14:45	<i>Enrichment</i>

In Years 12 and 13, pupils will study Advanced Subsidiary and Advanced Level courses. The course followed will depend on the pupils' academic success at Key Stage 4. The School gained accreditation from Cambridge Assessment International Education and Pearson Edexcel in the academic year 2021-2022.

We pride ourselves in offering a varied curriculum that provides for the wide academic ability range of our pupils and respects the international background of our pupil cohort.

Learning Support Provision Phonics Intervention in Pre-Prep

We use Read Write Inc. to support the girls' phonics development in Pre-Prep. Phonics is taught daily in all classes from Reception to year 2. It is also used as an intervention to support the girls who are behind in their phonics knowledge. Pupils are assessed and grouped according to their ability and any girls not on track to meet age-related expectations will receive daily phonics intervention in addition to their daily lesson. RWI is a DfE- validated systematic synthetic phonics program with a whole-school approach to teaching early reading and writing. It is a complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

Special Educational Needs and Disabilities (SEND)

Learning Support is provided whole school for pupils who are working below or significantly below expectations and for those who have a diagnosis. Support falls within the four broad areas of need: cognition and learning; social, emotional and mental health; communication and interaction and sensory / physical needs. Our first line of support is High Quality Teaching, where teaching meets the needs of individual pupils within the classroom (Wave 1). If a pupil still needs support they are moved into Wave 2 which is short term, targeted group work or individual support. This can be within the

classroom or as a pull-out session. Most pupils are expected to make progress here. If a pupil is not making expected progress after wave 2 support and High Quality Teaching they are referred to the Head of Learning Support. Pupils are assessed and very specific and targeted intervention is put in place (Wave 3). These pupils are tracked and monitored through individual support plans and a cycle of assess, plan, do and review.

Bi and Multilingual Learners (BML)

Pupils who are identified as needing support with English Language are assessed for language acquisition and according to the Bell Foundation assessment criteria. As with the provision for SEND, the first line of support is High Quality Teaching. If pupils have a language acquisition age that is significantly below expectations then intervention is put in place to support development of English Language. Our school is also in the process of looking to achieve BML smart school status and to deliver the Cambridge language exam material such as starters, movers and flyers to support our BML's.

Able, Gifted and Talented (AGT)

Pupils who are able, gifted and talented are identified initially through their CAT4 and CEM scores as having a SAS of 129 or above. They are further identified by their class teachers. Opportunities are then tailored toward individual needs. Pupils have the opportunity to take part in school leadership opportunities, extra learning opportunities e.g. at the primary level: extension classes for Mathematics and English, and at the secondary level: extra opportunities to take part in extended, enquiry-based projects. It is hoped that the school will be able to offer Model United Nations, Debating and International Award in the future.

Support with I/GCSE Resits

It is possible that some pupils will need support and guidance with i/GCSE resits in order for them to achieve the grades required to pass Al-Thawasiya (seven i/GCSEs at Grade D / Grade 3 or above). The exact support required by a particular pupil will depend on the grades achieved at the end of Year 11 and a bespoke curriculum will help pupils to achieve an Al Thanawiya pass.

Key Stage 5: AS Level provision for Year 12

We are a British curriculum all-through school in Qatar catering for a cohort of girls who are 95% Qatari. Our pupils are predominantly second language English speakers with a wide range of academic abilities. It is important, therefore, that we offer a programme of courses in Year 12 that meets the needs of our current Year 11 cohort and considers the needs of the years to come.

We offer:

- Arabic and Islamic Studies as stipulated by the MOEHE
- I/GCSE resits for those pupils who do not achieve the required number of passes to enable them to pass Al Thanawiya
- PE / Sport (not examined)
- A PSHE and Careers programme that meets the needs of our pupils

AS and A Level courses

The AS and A Level courses will cater for pupils with the ability to attain five i/GCSEs at Grade C / Grade 4 and above (i/GCSE's are graded 9-1 and in some cases A*- G). The quality of the I/GCSE passes will usually equate to the number of AS/A Levels taken and the potential achievement at AS/A Level.

AS Levels (one-year courses with examinations at the end of Year 12) are graded A-E. A Levels (two-year courses with examinations at the end of Year 13) are graded A*-E. The A* is awarded to the very best pupils and is used to distinguish between straight A candidates. It should be noted that it is necessary to achieve grade A in every examined unit in Year 12 to be able to access the A* grade in Year 13.

For September 2023 we will offer AS (Advanced Subsidiary) and A (Advanced) Level courses in:

- AS and A Level Arabic
- AS and A Level Art & Design
- AS and A Level Biology
- AS and A Level Business
- AS and A Level Chemistry
- AS and A Level Computer Science
- AS and A Level Digital Media
- AS and A Level English Language
- AS and A Level English Literature
- AS and A Level French
- AS and A Level Geography
- AS and A Level History
- AS and A Level Information Technology
- AS and A Level Mathematics
- AS and A Level Media Studies
- AS and A Level Physics
- AS and A Level Psychology
- AS and A Level Spanish
- AS and A Level Travel & Tourism

The AS and A Level courses listed above are assessed in a variety of ways depending on the subject. Some are assessed solely by external examinations at the end of the course (in May and June); some are assessed using a mix of internal and external assessments.

The Year 12s have a 27½ hour teaching week that includes:

- 4.7 hours per AS Level subject (= 20 hours)
- PSHE (including careers and university guidance)
- i/GCSE resit private study
- IELTS (for those with English as a Second Language i/GCSE who need it for university) or an alternative Cambridge Language Assessment qualification such as CAE or CPE.

- Sport (not examined)
- Study periods

The Personal Social and Health Education (PSHE) Programme at SQSFG

The PSHE Curriculum is designed across the school to help develop well rounded, educated young ladies, who have the opportunity to become leaders of their chosen field. We integrate Sherborne Values and the values from the Qatari 'My Values Shape my Identity'. PSHE consists of bespoke lessons, assemblies and classroom discussions.

PSHE in Pre-Prep

Personal social and emotional development in the EYFS (Pre-School and Reception)

Personal, social and emotional development (PSED) supports the girls to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:

- Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
- We believe that children's early PSED has a huge impact on their later well-being, learning achievement and economic success too. Throughout our PSED curriculum our School Values and Qatari Values are at the forefront of everything we do.

Pre-School Skills-Development-Progression.docx including PSED PSED.docx - Progression of skills for Reception

In Prep (Year 1 – Year 6), PSHE lessons are delivered once a week for 30 minutes. In addition to this, the weekly assembly also incorporates the PSHE focus. PSHE coverage includes the school values, Qatari values as well as the PSHE topics. There is a thematic approach to the way in which PSHE topics are covered (see LTP below).



PSHE LTP (2024 - 2025)

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn: Relationships:	Families and Friendships	Roles of different people; families; feeling cared for	Making friends; feeling lonely and getting help	What makes a family; features of family life	Positive friendships; including online	Managing friendships and peer influence	Managing friendships and peer influence
	Safe Relationships	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
	Respecting Ourselves and Others	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view; including discussing topical issues
	Belonging to a Community	What rules are; caring for others' needs; looking after the environment	Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules; and laws; rights, freedoms and responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion towards other	Valuing diversity; challenging discrimination and stereotypes
	Media Literacy and Digital Resilience	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types; their role and impact	Evaluating media sources; sharing things online
	Money and Work	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choice; workplace stereotypes	Influences and attitudes to money; money and financial risks
Spring: Living in the Wider World	Physical Health and Mental Wellbeing	Keeping healthy; food and exercise; hygiene routines; sun safety	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Health choices and habits; what affects feelings; expressing feelings	Maintaining a balanced lifestyle; oral hygiene and dental care	Healthy sleep habits; sun safety; medicines; vaccinations, immunisations and allergies	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
	Growing and Changing	Recognising what makes them unique and special; feelings; managing when things go wrong	Growing older; moving class or year	Personal strengths and achievements; managing and reframing setbacks	Physical and emotional changes; personal hygiene routines	Personal identity; recognising individuality and different qualities; mental wellbeing	Increasing independence; managing transition
	Keeping Safe	How rules and age restrictions help us; keeping safe online	Safety in different environments; risk and safety at home; emergencies	Risks and hazards; safety in the local environment and unfamiliar places	Medicines and household products; drugs common to everyday life	Keeping safe in different situations; including responding in emergencies; first aid	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Summer: Health and Wellbeing							

In addition to the structured teaching above, form teachers in Prep will also make time to address any behaviour and friendship issues as they arise.

In KS3, KS4 and KS5 (Years 7 to 12), PSHE is taught in 'Form Time' sessions once per fortnight. In addition to this, Heads of Year also hold a weekly PSHE assembly with their year groups.

The PSHE Curriculum in the Senior Section of the school (Years 7 - 12)

Like in other areas of the school PSHE in the Senior Section focuses on Sherborne Values, the 'My Values Shape My Identity' programme and the schools learning dispositions. It is taught through Careers lessons, PSHE lessons, Class Discussions and whole school or group assemblies. There is a greater emphasis on future careers and future academic pathways, together with a focus on wellbeing and managing examination pressures. The school has sourced Unifrog to provide careers advice and information. The scheme of work for each year group cross references these themes.

After School Clubs/ The Enrichment Programme

We provide our pupils with a broad range of extra-curricular activities for all abilities and skill sets. Activities fall into four categories of provision: Academic, Musical / Performing Arts, Creative and Sporting activities. Outside providers and staff from school offer these activities five days per week.