



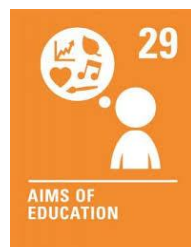
Noss Primary School and ELC

Our curriculum 2026 – 2030

Our Curriculum Rationale provides a basis for our staff team to ensure all children have access to experiences that will develop their knowledge, skills and attributes they need to embrace all future learning.



Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



The best interests of the child must be a top priority in all decisions and actions that affect children.



Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right always applies, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

The starting point for creating Noss Primary School and ELC's Curriculum Rationale is compliance with the UNCRC requirements, which are incorporated into Scots Law:

"All educators in Scotland are committed to upholding and promoting the rights of learners... Public authorities are legally required to respect and protect children's rights in all the work that they do." (Education Scotland 2024)

There are many components that come together to create our Curriculum Rationale.

The Scottish Curriculum for Excellence and the four capacities

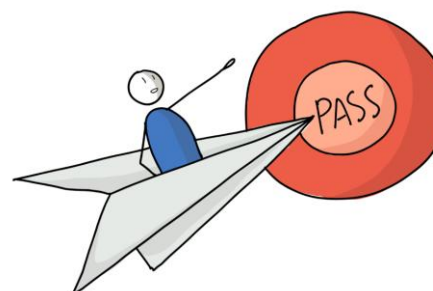


Curriculum for Excellence places learners at the heart of education. At its centre, are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors



successful learners	confident individuals	responsible citizens	effective contributors
attributes - enthusiasm and motivation for learning - determination to reach high standards of achievement - openness to new thinking and ideas capabilities - use literacy, communication and numeracy skills - use technology for learning - think creatively and independently - learn independently and as part of a group - make reasoned evaluations - link and apply different kinds of learning in new situations.	attributes - self-respect - a sense of physical, mental and emotional well-being - secure values and beliefs - ambition capabilities - relate to others and manage themselves - pursue a healthy and active lifestyle - be self-aware - develop and communicate their own beliefs and view of the world - live as independently as they can - assess risk and make informed decisions - achieve success in different areas of activity.	attributes - respect for others - commitment to participate responsibly in political, economic, social and cultural life capabilities - develop knowledge and understanding of the world and Scotland's place in it - understand different beliefs and cultures - make informed choices and decisions - evaluate environmental, scientific and technological issues - develop informed, ethical views of complex issues.	attributes - an enterprising attitude - resilience - self-reliance capabilities - communicate in different ways and in different settings - work in partnership and in teams - take the initiative and lead - apply critical thinking in new contexts - create and develop - solve problems



Our drivers and what makes us unique



Noss Primary School and ELC Values

Ready	Respectful	Safe	Determined
Our pupils develop skills to help them prepare for tasks and roles in everyday life.	Our pupils mirror the ethos and spirit of our community in Caithness. We learn to be respectful of one another.	We understand that there are adults who can help us and that we are learning to choose behaviours and make decisions that make a positive difference.	We are developing an understanding that failure and mistakes are part of learning. It's not always straight forward and we need to learn how apply ourselves when presented with a challenge.

Our Vision

Our vision is to develop happy learners in a secure learning environment where they are nurtured, valued and inspired.

Aims

Noss Primary School and ELC will aim to:

- deliver a broad, balanced and inclusive curriculum which allows each child to achieve their full potential
- create a happy, safe and stimulating environment in which children can learn, develop and be treated fairly
- promote and encourage a healthy lifestyle to all learners and the learning community
- allow pupils to participate in a variety of positive, memorable experiences
- ensure that children will have a greater self-knowledge and a greater understanding of the views and needs of others
- foster positive relationships at all levels of our school and ELC
- be a learning community which supports learners, families and staff in lifelong learning and,
- make a positive contribution to the life of the community.

The Four Contexts for Learning of Curriculum for Excellence

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across:

Curriculum areas and subjects - Interdisciplinary learning - Ethos and life of the school - Opportunities for personal achievement

The four contexts of learning

Opportunities for personal achievement

- Music lessons
- Swimming lessons
- Bikeability
- Class Trips
- School Clubs and Activities
- End of session assembly
- Sports Day
- Celebrating achievements on Class Dojo/ Facebook
- Hot Chocolate Friday and Extra break on a Friday

Interdisciplinary Learning

- Three-year Science and Social studies framework
- Outdoor learning and play
- STEM opportunities
- Expressive Arts projects
- Grow £20
 - Health and Wellbeing

The curriculum
The totality of all that is planned for children throughout their education

Ethos and life of the school as a community

- Committees and pupil groups
- House system
- Clubs and activities
- Family Learning Events
- Dedicated days to promote awareness: Autism, Dyslexia
- Bike Train
- Santa Dash
- Colour Run

Curriculum areas and subjects

- Progression frameworks – Literacy and Numeracy
- Curriculum overview
- Play pedagogy
- Music Specialist
- High Quality Assessment Calendar
- Teaching, Learning and Assessment Cycle in school
- Developing a rights-based approach to education
- Digital skills progression

A Curriculum for Excellence and related Building the Curriculum series of guidance documents identifies 7 principles for curriculum design

This is how we embed the 7 Principles of Curriculum Design

1. Challenge and Enjoyment

- ✓ Lessons are planned to provide suitable challenge and motivation.
- ✓ Staff have high expectations and are aware of individual abilities.
- ✓ Staff provide clear Learning Intentions, Success Criteria and specific feedback.
- ✓ Planned activities and lessons are creative and motivating where learners are fully and actively engaged.

2. Breadth

- ✓ Learners are involved in a variety of experiences in a range of environments and contexts, both in the classroom and within the local environment.
- ✓ Staff use Highland Council's Curriculum Frameworks to ensure breadth across all areas of the curriculum.

3. Progression

- ✓ Staff use planning to show clear progress of skills through experiences and outcomes.
- ✓ Curriculum progression frameworks and end of level benchmarks are used as a reference to ensure progression.
- ✓ Assessment information is used effectively to inform planning and target gaps in learning.

4. Depth

- ✓ Pupils are able to share what they already know and what they want to find out.
- ✓ Pupils know what they need to do to achieve next steps.
- ✓ Pupils learn through well planned play-based and place-based learning experiences.
- ✓ Higher order questioning is used to encourage depth of learning.

5. Personalisation & Choice

- ✓ Planned lessons and activities respond to individual needs and support particular aptitudes and talents.
- ✓ Pupils are aware of learning intentions and what they need to do to be successful.
- ✓ Children set own targets and are involved in agreeing success criteria.
- ✓ Pupils engage in learning conversations about what they wish to learn at the start of each topic and decide on the 'Big Questions' they would like to answer.
- ✓ Pupils are involved in deciding how they are going to evidence their learning in High Quality Assessment Tasks e.g. information poster, power point or presentation.

6. Coherence

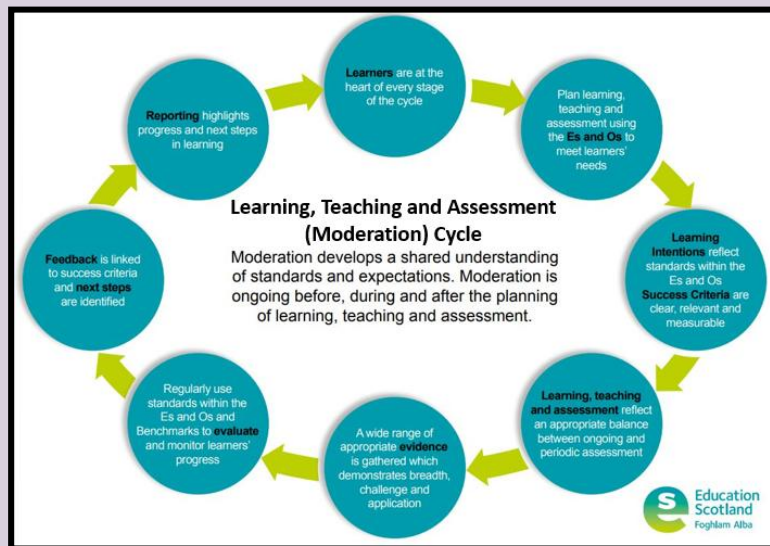
- ✓ Staff plan for assessment
- ✓ CfE Experiences and Outcomes are bundled when planning for coherence across the curriculum subjects.
- ✓ Where appropriate, links are made and learning is contextualised.

7. Relevance

- ✓ Where possible, learning is linked to real life events
- ✓ Pupils are aware of why they are learning a specific skill – they are aware of how it will help them.
- ✓ Where children require individualised programmes, these are made relevant to their interests and specific needs.
- ✓ Children see the value of what they are learning and its relevance to their lives, present and future.



Education Scotland's Learning, Teaching and Assessment Cycle



Every pupil at Noss Primary School and ELC has a voice.

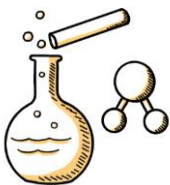
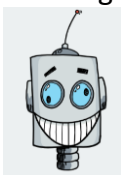
At Noss Primary School and ELC, we place the learner at the heart of every stage of learning, teaching and assessment. Our pupils learn best when they know what they are going to learn, recognise when they have succeeded, and know why they should learn it in the first place. Beyond their own individual learning journey, every pupil is part of a Pupil Committee/Group. They make decisions about the life of our school and our local environment.

Curriculum Areas

Curriculum Area	What? How?	Assessment – What? When?
Literacy Listening and Talking	➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Learners are encouraged to contribute to whole class, group discussions, and engage in debate. ➤ Planned opportunities to prepare and deliver solo talks on subjects of learners choosing. ➤ Opportunities to speak at assembly for a range of purposes. ➤ Sharing thoughts and ideas in Pupil Committee groups. ➤ Learning Conversations ➤ Circle Time ➤ Expressing views as part of focus/working groups	• Continual formative assessment using HC Tracking Tools and End of Level Benchmarks. • Self/peer/teacher evaluation against specific success criteria.
Literacy Reading	➤ Highland Council Literacy Progression Framework and Roadmap. ➤ Progression of phonics and spelling through Wrap Around Phonics/Spelling ➤ Supporting Literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Key resources Dandelion Readers and Launchers, Oxford Reading Tree, Read Write Inc, Treetops, Novels and Engage Big Cat ➤ Reciprocal Reading Circles ➤ Blooms Taxonomy higher order questioning ➤ Pupils at all levels have access to a range of novels and genre, with access to class and school libraries	• Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • Phonological Awareness Screening P1 • Continual formative phonics and spelling assessment. • Termly common and high frequency words testing. • To identify barriers/levels – as required: • Spelling assessments. • Component parts of Reading assessments. • SOFA assessments P2/3/5/6 in Term 2 • NSA P1 May • NSA P4 and P7 November

Literacy Writing	➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Highland Council Literacy Framework ➤ Daily focus on Tools for Writing ➤ Whole School Writing Guidelines ➤ Phonics/spelling ➤ National Improvement Writing Programme (NIWP) ➤ Talk for Writing	• Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • School calendar of specific genre High Quality Assessment • Highland Writing Rubrics – end of level • To identify barriers – as required: • Component parts of Writing • NSA P1 May • NSA P4 and P7 November • SOFA assessments P2/3/5/6 in Term 2
Numeracy and Mathematics	Numeracy planning is informed by our assessment information. HC diagnostics, NSA and SOFA data support our judgments, tracking, monitoring, planning and learning. To ensure appropriate support and challenge, pupils are grouped according to diagnostic information for knowledge and strategy in each of the following areas: Knowledge Basic facts Numeral Identification Grouping and Place Value Forward/Backward Number Word Sequence Strategy Addition and Subtraction Multiplication and Division Fractions, Proportions and ratios Money, Information Handling and Time Ongoing assessment continues to inform planning and grouping throughout the year. Highland Council Numeracy Progression Framework and supporting documents inform planning and ensure progression.	• Highland Council Diagnostic Assessments August P1-7 • NSA P1 May • NSA P4 and P7 November • SOFA assessments P2/3/5/6 in Term 2 • High Quality Assessment Tasks • End of unit tests and formative assessment.

	Mathematics is taught through discrete, abstract, play-based learning and real-life contexts where appropriate. When learning a new concept, children practise using structured and concrete materials until secure and able to use visual and abstract resources, such as workbooks and text books. A broad range of resources and games are used to support learning, including Scottish Heinemann Maths, Number Talks, Numicon, Mental Maths resources and SumDog. 15 minutes of mental strategy, practice and review is built into every lesson.	
Health and Wellbeing	The GIRFEC (Getting it Right for Every Child) Well-being Indicators, SAFE HEALTHY ACTIVE NURTURED ACHIEVING RESPECTED RESPONSIBLE INCLUDED, permeate our school ethos and attitudes to ensuring a whole school approach to promoting positive mental health and well-being.  Our Better Relationships, Better Behaviour Positive policy and forms the basis of how we encourage children to become emotionally self-regulated. The Zones of Regulation Principles are revised at whole school assemblies and compliment discreet in class lessons. The principles are embedded into our daily practice. <u>We use guidance and documents specific to the Relationships, Sexual Health and Parenthood from the Scottish Government to support teaching and learning in this area.</u> The Healthy Schools framework (www.healthyschools.scot) provides us with a guide for teaching, planning, tracking & monitoring and the evaluation of Health and Wellbeing. This framework supports practitioners to meet learner needs	Wellbeing Profile Survey for pupils P1-7 from 2026/27 Continual formative assessment.

	through cocreation, suggested activities, external resources, web links to additional information and links to relevant physical resources and materials from NHS. It brings together a Curriculum for Excellence Health & Wellbeing Experiences, Outcomes and Benchmarks at each Level aligned to the Wellbeing Indicators. PE is taught within a progressive framework and our staff team have taken part in Better Movers, Better Thinkers training to hone physical skills and physical literacy.			
Interdisciplinary Learning (IDL)				
Science 	Social Studies 	Expressive Arts 	Technologies 	RME 
The above curricular areas can be delivered through IDL topics or stand-alone lessons [where no natural links exist]. Wherever possible, staff will plan contextualised opportunities for Numeracy, Literacy and Health and Well-Being within these IDL topics. The cross-cutting themes of Learning for Sustainability [including citizenship, global etc.], outdoor learning, enterprise and creativity education will be woven into themes, as and when appropriate. Progression frameworks developed by Highland Council ensure a BREADTH of opportunity for learners. We take account of the skills children need to learn through each of the areas and we make links to support and enhance learning. This ensures PROGRESSION and COHERANCE. We involve pupils in planning to ensure opportunities for PERSONALISATION AND CHOICE, this allows for areas of interest to be studied in greater DEPTH. This we believe promotes CHALLENGE AND ENJOYMENT and fosters creativity, curiosity and opportunities for cooperative and independent learning. High Quality Assessment Tasks are planned for, in consultation with pupils, at the start of an IDL topic, which brings RELEVANCE to all knowledge learned and skills developed throughout the unit.				

Early Level *

Expressive arts	Sciences	Social Studies	Technologies	Religious and Moral Education
Expressive Arts are planned for both as part of discrete learning experiences and as part of contexts of learning. There is a focus on a least one of the organisers each term. The Es and Os for 'Participation in Performances and Presentations' are planned for as part of school performances, engagement with performances and as part of performing across curriculum areas. A CfE Expressive Arts framework is used to plan progressive learning experiences.	Biodiversity and Sustainability SCN 0-01a SCN 0-03a SCN 0-04a May also link to: HWB 0-47a UNCRC: Article 6	Historical Context SOC 0-01a SOC 0-02a SOC 0-04a UNCRC: Article 30	Design and Engineer TCH 0-09a TCH 0-10a TCH 0-11a TCH 0-12a UNCRC: Article 29	Christianity ▪Christmas ▪Easter RME 0-01a RME 0-02a RME 0-03a UNCRC: Article 14
		Environmental Context SOC 0-07a SOC 0-08a UNCRC: Article 27	All responsible for Digital Literacy throughout the year: TCH 0-01a TCH 0-02a TCH 0-03a UNCRC: Article 5	World Religions (Festivals & Beliefs) ▪ Hinduism ▪ Islam RME 0-04a RME 0-06a UNCRC: Article 2
	Materials and Reactions SCN 0-11a SCN 0-15a UNCRC: Article 31	Our Community SOC 0-15a SOC 0-16a UNCRC: Article 4 UNCRC: Article 17	All responsible for Computing Science and Coding throughout the year: TCH 0-13a TCH 0-14a TCH 0-14b TCH 0-15a UNCRC: Article 17	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 0-05a RME 0-07a RME 0-09a UNCRC: Article 1

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		Environmental Context SOC 0-09a May also link to: HWB 0-35a UNCRC: Article 11	All responsible for Digital Literacy throughout the year: TCH 0-01a TCH 0-02a TCH 0-03a UNCRC: Article 16	World Religions (Festivals & Beliefs) ▪ Judaism ▪ Sikhism RME 0-04a RME 0-06a UNCRC: Article 13
	Forces and Electricity SCN 0-07a SCN 0-09a UNCRC: Article 29	Our Decision Making SOC 0-15a SOC 0-17a SOC 0-18a UNCRC: Article 3	All responsible for Computing Science and Coding throughout the year: TCH 0-13a TCH 0-14a TCH 0-14b TCH 0-15a UNCRC: Article 41	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 0-05a RME 0-07a RME 0-09a UNCRC: Article 1

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		Environmental Context SOC 0-12a UNCRC: Article 4	All responsible for Digital Literacy throughout the year: TCH 0-01a TCH 0-02a TCH 0-03a UNCRC: Article 16	World Religions (Festivals & Beliefs) ▪ Buddhism ▪ Humanism ▪ Atheism RME 0-04a RME 0-06a UNCRC: Article 2
	Our Planet in Space SCN 0-06a SCN 0-20a UNCRC: Article 17	Our Local Services SOC 0-15a SOC 0-20a UNCRC: Article 26 UNCRC: Article 28	All responsible for Computing Science and Coding throughout the year: TCH 0-13a TCH 0-14a TCH 0-14b TCH 0-15a UNCRC: Article 17	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 0-05a RME 0-07a RME 0-09a UNCRC: Article 20

First Level *

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		Environmental Context SOC 1-07a SOC 1-08a SOC 1-11a SOC 1-13a SOC 1-13b UNCRC: Article 27	All responsible for Digital Literacy throughout the year: TCH 1-01a TCH 1-02a TCH 1-03a UNCRC: Article 5	World Religions ▪ Hinduism ▪ Islam RME 1-04a RME 1-04b RME 1-04c RME 1-05a RME 1-05b RME 1-06a RME 1-06b UNCRC: Article 2

	Materials and Reactions SCN 1-11a SCN 1-15a UNCRC: Article 31	Our Community SOC 1-15a SOC 1-16a UNCRC: Article 4 UNCRC: Article 12	All responsible for Computing Science and Coding throughout the year: TCH 1-13a TCH 1-14a TCH 1-14b TCH 1-15a UNCRC: Article 17	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 1-07a RME 1-08a RME 1-09a RME 1-09b RME 1-09c UNCRC: Article 1
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		Environmental Context SOC 1-09a SOC 1-14a UNCRC: Article 11	All responsible for Digital Literacy throughout the year: TCH 1-01a TCH 1-02a TCH 1-03a UNCRC: Article 16	World Religions ▪ Judaism ▪ Sikhism RME 1-04a RME 1-04b RME 1-04c RME 1-05a RME 1-05b RME 1-06a RME 1-06b UNCRC: Article 13

	Forces, Magnetism and Electricity SCN 1-07a SCN 1-08a SCN 1-09a UNCRC: Article 29	Our Decision Making SOC 1-15a SOC 1-17a SOC 1-18a UNCRC: Article 3	All responsible for Computing Science and Coding throughout the year: TCH 1-13a TCH 1-14a TCH 1-14b TCH 1-15a UNCRC: Article 41	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 1-07a RME 1-08a RME 1-09a RME 1-09b RME 1-09c UNCRC: Article 15
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		Environmental Context SOC 1-12a SOC 1-12b UNCRC: Article 4	All responsible for Digital Literacy throughout the year: TCH 1-01a TCH 1-02a TCH 1-03a UNCRC: Article 16	World Religions ▪ Buddhism ▪ Humanism ▪ Atheism RME 1-04a RME 1-04b RME 1-04c RME 1-05a RME 1-05b RME 1-06a RME 1-06b UNCRC: Article 2

	Our Planet in Space SCN 1-06a SCN 1-20a UNCRC: Article 17	Enterprise SOC 1-15a SOC 1-20a SOC 1-21a SOC 1-22a UNCRC: Article 26 UNCRC: Article 28	All responsible for Computing Science and Coding throughout the year: TCH 1-13a TCH 1-14a TCH 1-14b TCH 1-15a UNCRC: Article 17	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 1-07a RME 1-08a RME 1-09a RME 1-09b RME 1-09c UNCRC: Article 20
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		Environmental Context SOC 2-07a SOC 2-08a SOC 2-08b SOC 2-13a UNCRC: Article 27	All responsible for Digital Literacy throughout the year: TCH 1-01a TCH 1-02a TCH 1-03a UNCRC: Article 5	World Religions ▪ Hinduism ▪ Islam RME 2-04a RME 2-04b RME 2-04c RME 2-05a RME 2-06a RME 2-06b RME 2-06c RME 2-09b UNCRC: Article 2

	Materials and Reactions SCN 2-11b SCN 2-13a SCN 2-15a SCN 2-19a UNCRC: Article 31	Our Community SOC 2-15a SOC 2-16a SOC 2-16b SOC 2-16c UNCRC: Article 4 UNCRC: Article 12 UNCRC: Article 26	All responsible for Computing Science and Coding throughout the year: TCH 1-13a TCH 1-14a TCH 1-14b TCH 1-15a UNCRC: Article 17	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 1-07a RME 1-08a RME 1-09a RME 1-09b RME 1-09c UNCRC: Article 1
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Expressive arts	Sciences	Social Studies	Technologies	Religious and Moral Education
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		Environmental Context SOC 2-09a SOC 2-10a SOC 2-14a SOC 2-19a UNCRC: Article 11	All responsible for Digital Literacy throughout the year: TCH 1-01a TCH 1-02a TCH 1-03a UNCRC: Article 16	World Religions ▪ Judaism ▪ Sikhism RME 2-04a RME 2-04b RME 2-04c RME 2-05a RME 2-06a RME 2-06b RME 2-06c RME 2-09b UNCRC: Article 13

	Forces, Magnetism and Electricity SCN 2-07a SCN 2-08a SCN 2-08b SCN 2-09a SCN 2-10a UNCRC: Article 29	Our Decision Making SOC 2-15a SOC 2-17a SOC 2-18a UNCRC: Article 9 UNCRC: Article 10 UNCRC: Article 35 UNCRC: Article 40	All responsible for Computing Science and Coding throughout the year: TCH 2-13a TCH 2-14a TCH 2-14b TCH 2-15a UNCRC: Article 41	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 2-07a RME 2-08a RME 2-09a RME 2-09b RME 2-09c UNCRC: Article 15
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Second Level ***

Expressive arts	Sciences	Social Studies	Technologies	Religious and Moral Education
Expressive Arts are planned for both as part of discrete learning experiences and as part of contexts of learning. There is a focus on a least one of the organisers each term. The Es and Os for 'Participation in Performances and Presentations' are planned for as part of school performances, engagement with performances and as part of performing across curriculum areas. A CfE Expressive Arts framework is used to plan progressive learning experiences.	Water Changes SCN 2-05a SCN 2-16a SCN 2-16b SCN 2-18a UNCRC: Article 24	Historical Context SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a May also link to: SOC 2-06a UNCRC: Article 7 UNCRC: Article 8	Food and Textiles TCH 2-04a TCH 2-04b TCH 2-04c TCH 2-04d UNCRC: Article 12	Christianity RME 2-01a RME 2-01b RME 2-01c RME 2-02a RME 2-03a RME 2-03b RME 2-03c RME 2-09b UNCRC: Article 14
		Environmental Context SOC 2-07b SOC 2-12a UNCRC: Article 22	All responsible for Digital Literacy throughout the year: TCH 1-01a TCH 1-02a TCH 1-03a UNCRC: Article 16	World Religions RME 2-04a RME 2-04b RME 2-04c RME 2-05a RME 2-06a RME 2-06b RME 2-06c RME 2-09b UNCRC: Article 2
	Our Planet in Space SCN 2-06a SCN 2-17a SCN 2-20a SCN 2-20b UNCRC: Article 17	Enterprise SOC 2-15a SOC 2-20a SOC 2-21a SOC 2-22a UNCRC: Article 26 UNCRC: Article 28	All responsible for Computing Science and Coding throughout the year: TCH 1-13a TCH 1-14a TCH 1-14b TCH 1-15a	Developing Beliefs and Values – developed through health and wellbeing, social studies and assembly. RME 2-07a RME 2-08a RME 2-09a

			UNCRC: Article 41	RME 2-09b RME 2-09c UNCRC: Article 20