

Ackworth Howard C of E School

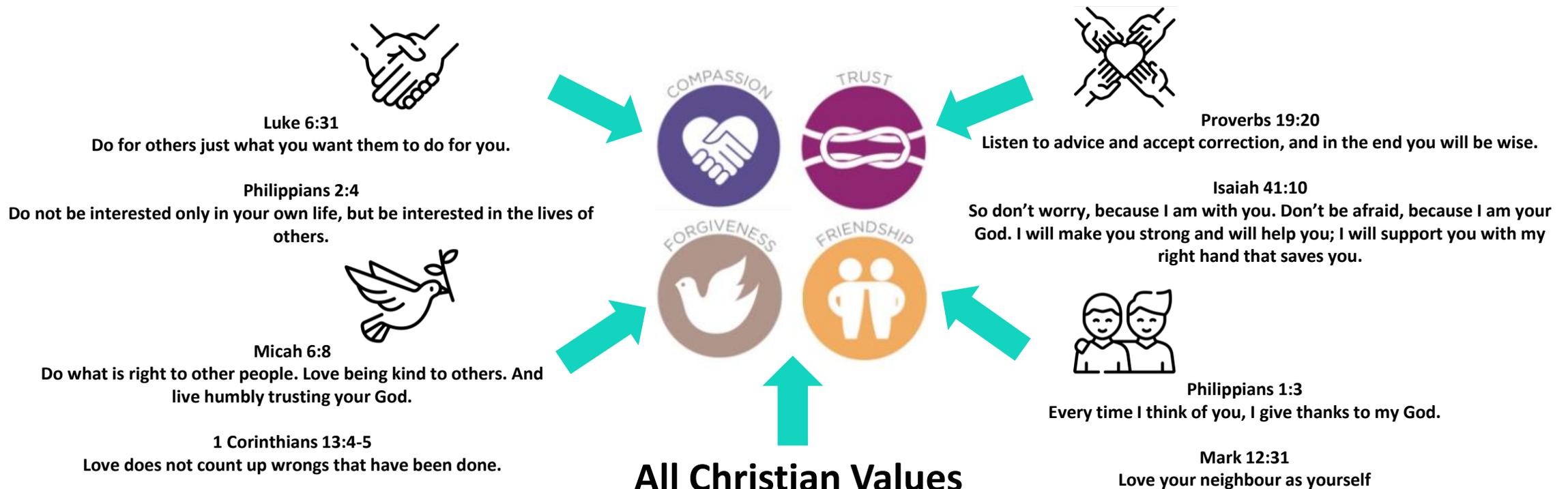
Educating for 'life in all its fullness.'



Whole School Global Citizenship Threads Long Term Plan

Our aim is to provide a holistic curriculum that seeks to engage all aspects of the learner, including mind, body and spirit. Its philosophy is based on the premise that each person finds identity, meaning and purpose in life through connections to their local community, to the natural world and to Christian values. All essential qualities in enabling people to flourish – both adults and children!

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all. Our inherent Christian values are the salient vehicle through which children will learn and achieve their potential developing their mind, body and spirit, moral, cultural and social understanding, preparing children for life in a modern democratic Britain and global society. Across all parts of the school, the curriculum vision and ethos are promoted, including the 'hidden curriculum.' It showcases the school's aims to Educate 'for life in all its fullness.'





**Christian
Values**



**Academic
Achievement**

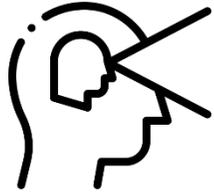
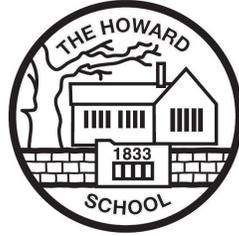


**Character
Education**



Global Citizens

*'Developing the whole child through opportunities to develop the mind
body and spirit ensuring confidence, growth, transformation and
community, all essential qualities in enabling people to flourish – both
adults and children!'*



Values and Perception



Social Justice



Diversity



Health & Wellbeing



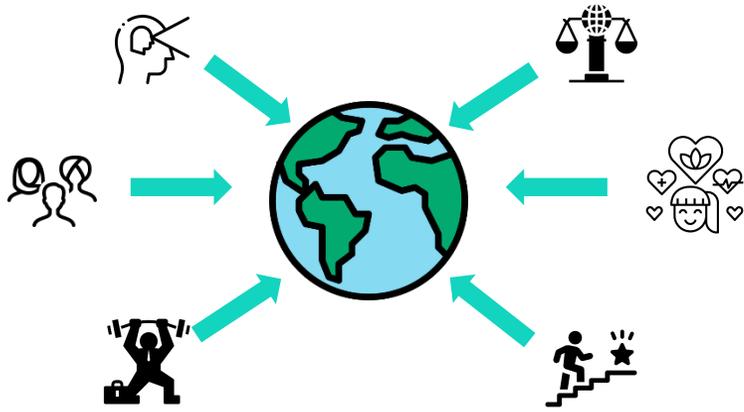
Resilience



Aspirations



Global Citizens



At the heart of the curriculum are a core set of threads, all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations.

Character development punctuates this curriculum.

Our curriculum is designed with four goals in mind:

1. To provide a well sequenced, coherently planned curriculum that builds upon crucial content and leads to sustained mastery for all and a greater depth of understanding for those who are capable. Each subject has an individual curriculum planning document 'Howard Essentials,' which has been carefully designed by subject leaders to include a progressive balance of knowledge and skills. These essentials are our expected standard for children to be ready for each year group and inform our planning and assessment.
2. To give pupils learning experiences that are relevant, purposeful and interconnected. Our children will experience a broad and balanced, local curriculum where cross-curricular links are purposeful and where not subjects are taught distinctly.
3. To provide experiences that develop confident, reflective and aspirational global citizens. Our six threads allow children to explore current global themes and develop their own mind, body and spirit. Each thread allows children to broaden their understanding of the world, engage in topical discussion and in the long term develop the understanding of how to be a valued member of the community. The lead questions are developed further through our PSHE curriculum, our Christian values, worship and school reading spine.
4. Curriculum threads are designed on a two year rolling programme which is progressive. In the second year of the thread, pupils deepen their understanding of the theme.



Autumn 1 - Diversity



Be respectful

Be thankful

Show friendship

EYFS

What makes us special?

YEAR

1/2

Can I recognise the beauty of different people and places?



YEAR

3/4

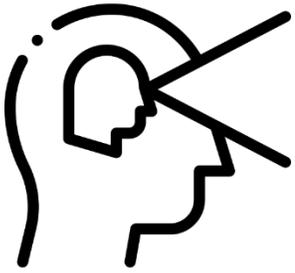
Can I find out what draws groups of people to certain places?

PSHE
Exploring the importance of others and how to love them well.

YEAR

5/6

Can I appreciate different perspectives of global issues?



Autumn 2 – Values & Perceptions



Be forgiving

Show humility

Build Trust

EYFS

How do we celebrate special events?



YEAR
1/2

Can I understand that people have different values?

YEAR
3/4

Can I understand how our values affect the way we live?

YEAR
5/6

Can I understand how collective values build society?

PSHE

Understanding how to process negative emotion and choose forgiveness to restore relationships.



Spring 1 – Social Justice



Be compassionate

Promote Justice

Be truthful

EYFS

What makes a good friend?

YEAR
1/2

Do I understand and value fairness?



YEAR
3/4

Do I recognise that actions have intended and unintended consequences?

YEAR
5/6

Can I challenge injustice and develop a prophetic voice?

PSHE

Unpacking how to bravely communicate truth and be proud of who we are.



Spring 2 – Health and Wellbeing



Be responsible

Be generous

Be peaceful

EYFS

How can I look after myself?

YEAR
1/2

What do I need to be healthy?

YEAR
3/4

Can I recognise ways to improve my physical and emotional well-being?

YEAR
5/6

Can I understand the impact of positive and negative health choices?



PSHE

Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy.

Summer 1 – Resilience



Be courageous

Have wisdom

Show perseverance

EYFS

What do I need to do next?

YEAR
1/2

How do we recognise problems?

YEAR
3/4

What strategies do we use to solve problems?

YEAR
5/6

Can I understand how to apply problem solving strategies in various situations no matter how impossible they may seem?



PSHE

Knowing there is a way through every situation no matter how impossible it may seem.



Summer 2 – Aspirations



Be creative

Have hope

Show service

EYFS

What can I be?

YEAR

1/2

Who should we admire?



YEAR

3/4

Who do I want to be and what do I want to achieve?

PSHE
Learning how important, valued and loved we are.

YEAR

5/6

How do I become the person I want to be?