

# ST PAUL'S CATHEDRAL SCHOOL

A Guide to Year 6

2024 - 2025

Miss. K. Jones  
(6KJ Form Teacher)

Mrs. J. Schindler  
(6JS Form Teacher)

## **Introduction**

St Paul's Cathedral School is a Christian, co-educational community where the values of love, justice, tolerance, respect, honesty, service and trust are encouraged and practised to promote positive relationships throughout the school community and where the safety and welfare of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community and encourages a close working relationship with parents and guardians.

## **Welcome to Y6**

With the challenges of moving to Y5 well behind them, pupils moving to Y6 face a whole new set of challenges in the year ahead. There is much that remains the same, however. The subjects taught are the same as those in Y5, and pupils will continue to move around the school for their lessons. The school day timings are much the same with the exception of no afternoon break; some pupils find this a little difficult to adjust to and may be more tired than normal in the first few weeks of term!

For parents, and pupils alike, this can be a stressful time. However, if we continue to work closely together, and pupils work hard and listen to advice, then we will all get through the year relatively unscathed!!

***Miss Schindler and Miss Jones***

## **SPCS: Welcome from the Head**

A warm welcome to this new academic year. This guide provides an outline of the year ahead for your child and we hope you will find the information useful. No guide can cover everything, so do please get in touch if you have any questions.

We rely on close communication with you and encourage you to share any joys, successes, worries or concerns so that we have the best possible picture of your child's needs and progress.

Your child's form teacher acts as your first contact for communication but do remember they are not in front of a screen during the day but working with your child: call the School Office if you have any urgent messages, questions or concerns.

Throughout the busy year ahead, you can expect to see developments in every aspect of learning and character development: here's to a great year!

***Judith Fremont-Barnes***

***Head***

## **Our Philosophy**

We grow lifelong learners: young people who have the curiosity to ask the questions that need asking, the drive to make a difference, the tenacity to solve problems. We develop initiative and teach teamwork. Joy in learning also really matters to us: our teachers make learning irresistible. We teach our pupils to: understand and respect themselves, understand and respect others, understand and respect the world in which they live (locally, nationally, globally).

We feel strongly that all achievement must be rooted in wellbeing. Teaching healthy habits and attitudes to learning, ambition, success and failure is central.

Children are not just brains in a jar! We care about, notice and nurture the whole child. Character, creativity, academic performance, manners, musicianship: we focus on the little things that make a big difference and instil habits to underpin success.

Nothing matters more to us than the wellbeing of our pupils. We work in partnership with parents to support the wellbeing of every individual. Our amazing team of teachers and support staff are dedicated to bringing out the best in every child. We're proud to have been described as 'pastorally superb' by the Good Schools Guide.

This is a community where everybody belongs. Kindness is our cornerstone. We value and encourage ambition, enthusiasm, compassion, resilience and active participation. SPCS pupils know how to step forward, take a risk, try hard, roll up their sleeves and get the job done.

## **Aims and Principles**

### **PREP PASTORAL CARE**

At SPCS, pastoral care is at the very heart of all we do. The Good Schools Guide describes SPCS as 'pastorally superb'. Your child will be known, noticed and nurtured right through the Prep years.

Pastoral care is always our priority: we understand that all achievement needs to be rooted in wellbeing. During the Prep years, children learn to be increasingly independent: while this is exciting for them, it can also bring anxieties. We work hard to understand each child's needs and equip them with the tools they need to overcome any challenges.

Secure relationships are at the heart of your child's wellbeing. Our approach places great emphasis on the skills needed for self-management, developing and nurturing friendships and working together in teams. Learning how to communicate with others, clearly and effectively, is a key focus in the Prep School. Relationships Education is actively taught through Personal Social Health Education lessons.

We support our pupils in developing respect for themselves, others and the world around them. We make our expectations of behaviour clear and reinforce them through awarding house points and through celebration at assemblies, for example, with our weekly Respect Award.

Confidence is developed through growing competence. Regular opportunities to perform (at assemblies and concerts and events such as Sports Day) build self-belief.

### **OUR PASTORAL TEAM**

Prep class teachers oversee your child's pastoral care under the oversight of Caroline Heylen, our Deputy Head and Designated Safeguarding Lead. Our pastoral team also includes a team of Deputy Designated Safeguarding Leads, the School Chaplain, a Counsellor, a Mental Health Lead and ELSAs (Emotional Literacy

Support Assistants). Boarders are additionally supported by access to an Independent Listener, separate from the management of the school, whom they can contact at any time.

The Chaplain is available to all children for an informal chat on a drop-in basis on Wednesday afternoons. Children may also benefit from working with an ELSA or our Counsellor; this is managed through the Learning Support team.

## **PARTNERSHIP WITH PARENTS**

We work in partnership with you to understand how your child learns best. We depend on great communication with you to ensure all aspects of your child's wellbeing are considered and that learning in every area is optimised.

Parenting through the Prep years certainly can have its challenges, as children learn to manage aspects of their lives independently. We aim to provide parents with a forum for discussion and advice, both through access to the Wellbeing Hub and our own seminars and workshops on issues such as balancing the risks and opportunities of online life,

Our partnership with parents is forged through our curriculum evenings, parent meetings, learning showcases and concerts. Our weekly Circular newsletter keeps you up to date with activities and achievements across the Prep School. In addition to regular parent meetings and reports, you will always find an open door for discussion and for sharing joys and concerns.

## **THE PATHWAY TO SENIOR SCHOOL**

St Paul's Cathedral School has an excellent track record of working in partnership with parents to find just the right next school and ensuring that our pupils are well prepared to gain and take up their places at their chosen destination.

While there is no such thing as 'the perfect school', it is possible and important to find a really good 'fit' for your child's senior education.

Finding the right school starts with parent consultations with our future schools team, headed by Alison Wright, Deputy Head Academic, usually towards the end of Year 4 or beginning of Year 5, which look at the emerging personality and the cognitive profile of your child, your priorities and their own views, and help you narrow down to a shortlist from the many excellent schools you may wish to consider, with a focus on choices being both ambitious and achievable. This conversation is usefully repeated early in Year 6, when more cognitive data is available to inform decisions, and you have had the chance to attend open days at your chosen shortlist.

Preparation for a senior school should be rigorous but enjoyable and should form part of a holistic education. We want our children to experience appropriate challenge rather than unhealthy pressure and to ensure that their achievements are rooted in wellbeing. Home-school partnership is essential. Parents play a vital role in ensuring that the admissions processes are positive for children. SPCS staff are on hand to help you every step of the way.

## **HOW DO WE PREPARE PUPILS FOR EXAMS?**

We prepare pupils for the entrance requirements of their senior schools, including the examinations they will be taking at either 11+ or 13+ (including pre-testing or scholarship where appropriate). Our SENCO supports with admission processes for pupils identified with additional learning needs.

Familiarisation with the format of exams, and work on exam technique are essential so that pupils can achieve to the best of their ability under exam conditions. We provide plenty of such practice at school from Year 5 onwards.

## **TUTORING**

SPCS provides a broad and balanced curriculum and there is very rarely a need for external support. Exceptions might be where a child misses significant school as a result of illness or joins in later years with no foundation in a subject such as Latin or French. Occasionally, additional familiarisation with exam practice is useful to build confidence, though this should not be seen as a standard requirement beyond what is provided in school. The Deputy Head Academic, Alison Wright, will be happy to advise on any specific preparation that might be helpful: please let us know if you are intending to provide additional tutoring for your child so that we can work together to ensure this is a supportive process. While additional focus can be supportive and boost a child's confidence, the wrong focus or approach can be counterproductive and even damaging to self-esteem and performance. We do ask parents to be alert to the risk of over-preparation, and the associated pressure that it can inadvertently bring for children.

## **INTERVIEWS**

Senior schools are not just looking for scores. Interviews play a vital part in many admissions processes and children need to be well prepared to talk about their interests, in and beyond the classroom, in an interesting way. The goal is not just to get a child into a school but to ensure that the child can make the most of the experience once they get there, and beyond, as a curious, questioning, interested and interesting lifelong learner.

We provide specific interview practice for children from Year 6 upwards, but it is important to understand that all your child's school experience is in a sense interview preparation: whether it is the experience of leadership in a sport, a subject presentation or a contribution to a year group assembly, there is a constant focus on your child's ability to perform and to do so with confidence and enjoyment.

How best can you support? In addition to the varied and stimulating projects your child will be exposed to at school, parents can support children to be ready for the interview process - and more to the point, to be an interesting, interested young person - by trips to the museum or gallery, a family volunteering project, board games, walks together and above all by regular conversation at the family meal table. No tutor can substitute for this vital everyday interaction. The good news is that the rich experience of stimulating family life is the best support you can possibly provide - and is likely to be great fun into the bargain.

## Parents' Consultation / Reports:

The Y6 Parents' evening for takes place in the Autumn Term.

Y6 Parents/pupils receive the following report feedback during the year:

Autumn Term: Curriculum Meeting, Parents Evening

Spring Term: Full written report

Summer Term: Grade Card, Letter from the form tutor

In addition to scheduled communication, there may be times when parents, or staff, may feel a face-to-face discussion may be beneficial to discuss academic or pastoral issues. It is suggested that parents, in the first instance, email the staff concerned and then arrange a meeting at a mutually agreeable time. 08:10 – 08:30 is often a good time for most staff.

## Prep

Y6 pupils have one or two (see below), 30-minute, written prep(s) per day. Prep may need to be handed in the following day or may be part of an ongoing project spanning several weeks. Please help your son/daughter by checking with them. Teachers will encourage pupils to record all prep in their diaries (and some teachers will put resources on google classroom). In addition to this there will be French vocabulary learning preps, times tables practice for Maths and spellings. There is an in-school prep session on days when pupils have two preps to complete.

## **Prep Timetable**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>6JS</b>	<b>Maths (*)</b> English	History/ Geography	French	Science	Latin
<b>6KJ</b>	<b>Maths (*)</b> English	History/ Geography	Science	French	Latin
<b>Learning Preps</b>	Ongoing French vocab / Times tables / Spellings				

**(\*) Subjects in bold will be completed during in-school prep lessons on that day**

## **We ask parents to support us with prep by:**

- Making it clear that they value prep and support the school in explaining how it can help their child's learning.
- Praising and encouraging their children to take pride in their prep and by taking an interest in their work.
- If prep is done at home, by providing a peaceful place, free from distractions, where their children can concentrate on their work.
- Ensuring that their child spends an appropriate amount of time on prep and notifying their subject teacher as soon as possible if there are any concerns.
- Check the prep diaries on a weekly basis and sign them.

All pupils are also expected to **read** for 20 minutes every night.

## Timetable for 6KJ

[illegible]

## Timetable for 6JS

[illegible]

## Year 6 - Curriculum Overview

Please note that the information given is only a general guide to the material covered in the year. The pace and order of delivery of the curriculum is constantly monitored by the teaching staff in every subject and will be adjusted to match the requirements of the pupils.

Subject	Autumn Term	Spring Term	Summer Term
<b>English: Reading</b>	<p>11+ exam preparation – exposure to past papers: targeted teaching linked to key objectives (test technique; using PEEL to structure responses; embedding quotations etc)</p> <p><i>Contemporary authors</i></p> <p>Considering characterisation, themes, and symbolism within a narrative.</p> <p>Authorial intent and use of vocabulary</p> <p>Related poetry</p>	<p>11+ exam preparation – exposure to past papers: timed exercises with in-depth feedback</p> <p>Classic literature through play scripts</p> <p>Considering characterisation, plot, genre.</p> <p>Related poetry</p>	<p>A range of poetry</p> <p>- examining use of rhythm and rhyme; sound techniques; use of humour.</p> <p>Beginning to understand poetic techniques and how to annotate a poem for meaning.</p> <p>Shakespeare plays</p>
<b>English: Writing</b>	<p>Continuing a story in a similar style – inspired by class texts</p> <p>Using figurative language in prose and poetry</p> <p>Creative writing with a focus on setting a scene and establishing a particular mood or atmosphere</p> <p>Biographical and autobiographical writing</p>	<p>Use of and effect of precise vocabulary</p> <p>Creative writing drawing on a range of devices (metaphor, hyperbole, alliteration, rhetorical questions, flashbacks). Writing and performing missing scenes.</p> <p>Descriptive writing based on class texts)</p> <p>Newspaper reports</p> <p>Extended narrative writing, maintaining pace and focus of characters</p>	<p>Narrative writing: focus on plot twist, foreshadowing and endings – writing an alternative ending to a short story</p> <p>Understanding plots of Shakespeare's plays</p> <p>Designing and describing new characters.</p> <p>Formal letter writing</p>
<b>Maths</b>	<p><b><u>Number</u></b></p> <p>Directed Numbers: +/- of positive and negative numbers</p> <p>Sequences</p> <p>Percentages: Calculating % of an amount, increase and decrease</p> <p><b><u>Shape, Space &amp; Measure</u></b></p> <p>Metric and Imperial conversions</p> <p>Transformations: Translation, Rotation, Reflection</p> <p>Volume of cuboids and prisms</p>	<p><b><u>Number</u></b></p> <p>Fractions: Four operations, including mixed numbers.</p> <p>Percentages: one number as % of another</p> <p>Prime Factors: product of prime factors,</p> <p>Ratio and Proportion:</p> <p>Problem Solving</p> <p><b><u>Shape, Space &amp; Measure</u></b></p> <p>Speed, Distance and Time: Calculate and interpret graphs</p> <p>Reflections in <math>y=n</math>, <math>x = n</math>, <math>y=x</math>, <math>y=-x</math></p> <p><b><u>Algebra</u></b></p>	<p><b><u>Number</u></b></p> <p>Fractions: FDP revision</p> <p>Application or prime factorisation to calculate HCF &amp; LCM</p> <p><b><u>Shape, Space &amp; Measure</u></b></p> <p>Angle rules: Parallel lines</p> <p>Scale factors</p> <p>Area and perimeter: Compound shapes, trapezia, parallelograms etc.</p> <p><b><u>Algebra</u></b></p> <p>Revision of algebraic terms</p> <p>Four operations using directed numbers</p> <p>Bracket expansion</p>



	<p><b><u>Algebra</u></b> Simplification Substitution Solving one-step equations</p> <p><b><u>Statistics</u></b> Venn diagrams MMMR using tables</p> <p><b><u>I1+ and I3+ Pre-Test preparation:</u></b> Selection of timed practice papers and consolidation of topics resulting from these.</p>	<p>Solving equations with two unknowns Linear Equations</p> <p><b><u>Statistics</u></b> Pie Charts Conversions Graphs Scatter Graphs</p>	<p><b><u>Statistics</u></b> Probability: Calculate outcomes</p>
Science	<p><b>Biology:</b> Classification and keys Cells to organ systems</p> <p><b>Physics:</b> Properties of materials (temperature and heat) Electrical circuits</p> <p><b>Chemistry:</b> Acids and Alkalis</p>	<p><b>Physics:</b> Light and sight</p> <p><b>Biology:</b> Nutrition Circulation and breathing Microbes</p>	<p><b>Biology:</b> Evolution and inheritance Skeleton</p> <p><b>Physics:</b> Sound</p> <p>STEM project</p>

<b>Art</b>	<p><b><u>Picasso cubist Clay tile</u></b> Pupils will study the Cubist portraits of Pablo Picasso producing a range of drawings in different media. They will go on to create their own Cubist portrait design. They will learn how to use tools and wooden stamps in clay on a test tile. This will allow pupils to try out different ways of embossing and modelling clay. Once the test tiles have been fired they will try out underglaze colours on top. They will consolidate all this learning into a final cubist tile.</p>	<p><b><u>Continuation of the Cubist tile project</u></b> Pupils will continue to finish modelling and embossing their final tile. When these are fired they will finalize their Cubist tiles by adding in underglaze and overglaze. <b><u>Painting fonts project</u></b> Pupils will draw and explore a range of different fonts. Using a range of different painting styles pupils will create a relief collage of a word. This is inspired by the work of Frank Stella. Pupils will imitate the styles of Artists like Seurat, Van Gogh, Rothko, Richter, Pollock etc. This will involve experimenting with sponges and cotton buds as well as more conventional painting techniques.</p>	<p>Pupils will complete their fonts project if they have not been able to complete it Gods eyes Pupils will look at the use of colour in Mexican artifacts and textiles Pupils will learn how to create a woven Godseye which involves winding wool onto lolly sticks, coffee sticks and finally kebab sticks (For those who are able.)</p>
<b>Computing</b>	<p><b><u>Python Programming:</u></b> An analytical perspective on programming. Acquiring skills to tackle mathematical problems while developing adventure games utilizing IF and ELSE IF statements. <b><u>E-Safety:</u></b> The pupils will gain a strong understanding of the risks associated with sharing personal information. They will employ robust strategies to pinpoint misleading information. Additionally, they will realize the importance of maintaining a private profile.</p>	<p><b><u>Google Sheets:</u></b> The pupils will work on various mathematical problems by applying different formulas. They will learn to recognize cell references and utilize math symbols to find solutions. Additionally, the formulas will include functions like SUM, MAX, MIN, and AVERAGE. <b><u>Website Development:</u></b> Creating and constructing websites centered around a selected theme. Programming a Cascading Style Sheet alongside HTML code. Integrating live multimedia elements into their websites, including Google Services.</p>	<p><b><u>Video Production:</u></b> The pupils will craft a captivating film using computer editing software. They will acquire the skills to import footage, design, and refine captions. Additionally, they will be introduced to an array of special effects that will elevate their films, making them both unforgettable and exhilarating. <b><u>Micro:bit:</u></b> The pupils will explore various input devices, including temperature sensors, light sensors, and proximity sensors. Their programs will incorporate statements, loops and specific conditions. Additionally, the pupils will delve into the concepts of machine learning and discover how artificial intelligence plays a role in the digital landscape.</p>
<b>Geography</b>	<p>Rivers &amp; Coasts Flooding</p>	<p>Tectonic processes Earthquakes &amp; Volcanoes</p>	<p>Global Location map skills Physical &amp; Political Maps.</p>

<b>History</b>	What makes a successful medieval monarch; lead up to 1066/ Stamford Bridge, Battle of Hastings; Norman rule: William I's impact on Saxon England, Feudal System	Continue Norman rule: Domesday Book. Stephen & Matilda/civil war; 1 <sup>st</sup> Crusade; King John/Magna Carta; Henry II & Thomas Becket	Edward I (castles/ Wales/Scotland); Peasants' Revolt of 1381; Medieval Life for ordinary people.
<b>Theology, Philosophy and Religion (TPR)</b>	Introduction to Buddhism Introduction to Hinduism	Introduction to Hinduism continued Introduction to Islam	Introduction to Judaism
<b>French</b>	<u><b>La rentrée</b></u> French sounds, numbers, classroom, likes and dislikes, physical description <u><b>En classe</b></u> Telling the time, school subjects, clothes	<u><b>Mon temps libre</b></u> Weather and seasons, sports, activités <u><b>Ma vie de famille</b></u> Animals, family, food	<u><b>En ville</b></u> Cities and town, ordering food in a café
<b>Latin</b>	Drawing from a variety of resources students will add to their range of vocabulary. They will look at new verb forms, such as imperatives and infinitives and learn the past tenses (imperfect and perfect), as well as many nouns, pronouns, adjectives and prepositions. The language elements will be taught within the context of topics from ancient civilization, namely: slavery, religion, the Roman baths, education, the eruption of Vesuvius as well as different mythological stories.		
<b>PE/Games</b>	<b>Invasion Games</b> Engaging in competitive situations. Analyze their performance to identify areas of strength and weakness.  <b>Football / Netball</b> Development of sports specific skills in different positions on the pitch.  <b>Fitness Testing</b> Carrying out testing procedures to measure different components of fitness and comparing data to previous years.	<b>Tag Games</b> Develop more advanced tactics for attacking and defending  <b>Handball</b> Improve knowledge and understanding of key rules and tactics associated with Handball.  <b>Hockey</b> Development of sports specific skills. Improve knowledge and understand of rules and tactics	<b>Athletics</b> Perform at maximum levels in relation to speed strength and power.  <b>Tennis</b> Development of core skills, and hand-eye co-ordination.  <b>Cricket / Kwik cricket</b> Development of sports specific skills in the role of batter, bowler and fielder.

<p><b>Music</b></p>	<p><b>Music of the Baroque period:</b></p> <ul style="list-style-type: none"> <li>• Set works (listening and performing):</li> <li>• Purcell – Trumpet tune</li> <li>• Bach – Wachet Auf, sheep may safely graze and Brandenburg no.3</li> <li>• Handel – Hallelujah chorus and Lascia ch'io pianga</li> <li>• Vivaldi – Spring</li> </ul> <p><b>Folk Songs and carols of Europe</b></p> <ul style="list-style-type: none"> <li>• Christmas Performance: <b>a la</b> nanita, Il est ne le divin enfant</li> </ul>	<p><b>Ostinato</b></p> <ul style="list-style-type: none"> <li>• <b>Compose:</b> 2 ostinato compositions, one tuned and one rhythm only (manuscript and Musescore - ICT)</li> <li>• <b>Perform:</b> ostinato compositions (small-group singing)</li> <li>• <b>Theory:</b> words to rhythm, intervals, compound time, tonic triad harmony</li> <li>• <b>Aural:</b> Rhythm dictation and general aural tests</li> <li>• <b>Listening:</b> Bolero (Ravel), Canon (Pachelbel)</li> <li>• <b>Theory:</b> revision of key signatures and scales</li> </ul>	<p><b>Music of the Classical period:</b></p> <ul style="list-style-type: none"> <li>• Set works (listening and performing):</li> <li>• Clementi – Sonata in C</li> <li>• Haydn – Surprise symph 2<sup>nd</sup> mov.</li> <li>• Mozart – Rondo (alla turca)</li> <li>• Beethoven – 5<sup>th</sup> symph (1<sup>st</sup> mov); 7<sup>th</sup> symph (2<sup>nd</sup> mov)</li> <li>• <b>Composing</b> – in Classical form/style using Alberti bass</li> <li>• <b>Theory:</b> chordal harmony</li> </ul> <p><b>20<sup>th</sup> Century Musicals</b></p> <ul style="list-style-type: none"> <li>• <b>Singing:</b> In multiple parts and holding own part against other parts (various songs from around the world)</li> <li>• <i>Les Miserables</i> medley and <i>West Side Story</i> medley – record and analyse performances</li> </ul>
<p><b>Drama</b></p>	<p><b>Creating characters through movement</b></p> <p>Create characters using Laban's effort actions and Anne Bogart's viewpoints technique. Develop spatial awareness and experiment creatively with their bodies. Explore how meaning is conveyed through body language and the messages we give out.</p> <p><b>Approaches to character</b></p> <p>Adopting an analytical approach to character creation and development.</p>	<p><b>Musical Theatre</b></p> <p>How to convey meaning through script, song, dance, and direction. Build ensemble skills within the group. Vocal warmup</p> <p><b>Drama-Based Enquiry. (To be decided)</b></p> <p>Explore how drama can facilitate learning. Apply a drama-based enquiry approach to a specific topic.</p>	<p><b>Werewolves – Historical World building with a fantasy edge</b></p> <p>Start with the favourite deduction-based game 'Werewolf,' adapted to a historical period. Develop skills in awareness and body language, character development within a specific location, and teamwork. Create a story arc, work on location and map creation, and understand the historical context of the time period.</p> <p><b>End-of-Year Activities:</b></p> <p>Engage in games focusing on awareness, communication, energy, imagination, and the</p>

	Explore questioning techniques, objectives, actions, and obstacles in the understanding of familiar characters from books and history Apply the improvisation skills from year 5 to further spontaneity, thought, performance, creativity, and challenge.		enjoyment of being together. Celebrate with activities that highlight fun and teamwork. Prepare for the transition to Year 7.
<b>PSHE</b>	<p><b>Unit 1: Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Cooperation</li> <li>• Safe/unsafe touches</li> <li>• Positive relationships</li> </ul> <p><b>Unit 2: Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying</li> <li>• Understanding Bystander behaviour</li> <li>• Gender stereotyping</li> </ul>	<p><b>Unit 3: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Understanding emotional needs</li> <li>• Staying safe online</li> <li>• Drugs: norms and risks (including the law)</li> </ul> <p><b>Unit 4: Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Understanding media bias, including social media</li> <li>• Caring: communities and the environment</li> <li>• Earning and saving money</li> <li>• Understanding democracy</li> </ul>	<p><b>Unit 5: Being my Best</b></p> <ul style="list-style-type: none"> <li>• Aspirations and goal setting</li> <li>• Managing risk</li> <li>• Looking after my mental health</li> </ul> <p><b>Unit 6: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Coping with changes</li> <li>• Keeping safe</li> <li>• Body Image</li> <li>• Sex education</li> <li>• Self-esteem</li> </ul>

### Contacts

Mrs Wright [awright@spcs.london.sch.uk](mailto:awright@spcs.london.sch.uk)

Mrs. Heylen [cheylen@spcs.london.sch.uk](mailto:cheylen@spcs.london.sch.uk)

Mrs. Schindler [jschindler@spcs.london.sch.uk](mailto:jschindler@spcs.london.sch.uk)

Miss. Jones [kjones@spcs.london.sch.uk](mailto:kjones@spcs.london.sch.uk)



TRUST

RESPECT

H O N E S T Y

L O V E

T O L E R A N C E

F A I R N E S S

EXCELLENCE

C O M M U N I T Y