



Curriculum Policy and Plan

Reviewed: 14.02.2019 | Next date for review: 01.10.2019

Background

Running Deer School operates as a full-time school placement for our young people on roll, or as a short-term therapeutic placement for young people on roll at other schools and settings.

We provide activities and therapeutic learning placements for young people facing a variety of issues in our woodland near Moretonhampstead. Working closely with a wide range of outside agencies, we can provide an individually tailored programme for young people from 8 years and upwards.

Our referral sessions are structured around the needs of the young person, whilst working collaboratively with the on-roll school or outside agency at all times. We can take cases at short notice if necessary; and will also work with agencies to provide a transition period between schools.

Our activities include land-based studies such as woodland management, conservation and green woodworking, bushcraft, equine studies and interventions, dog therapy, nature therapy and arts and crafts. Students are also encouraged to set personal goals and to pursue personalised, multi-discipline projects.

The majority of the young people referred to Running Deer, either on roll or on short to medium term placement, have social, emotional and behavioural issues; some also have identified conditions including ASD, ADHD, PDA, ADD, OCD, ODD, learning difficulties, mental health issues, are survivors of domestic abuse, and so on. Many of the young people referred to us are at risk of exclusion from school or have already been excluded or need therapeutic support in a nurturing outdoor environment.

Placement 1 day structure

1. The day will be 5 hours 30 minutes.
2. The year will be 38 weeks and will be divided into 3 terms, each with a half term break, running alongside schools and their term times.
3. Young people are referred to us from schools, the LA, and agencies throughout Devon for short, medium- or long-term support. Minimum length of time is half a term.
4. Young people may come to us from 1 day a week to 5 days a week
5. The young person will either remain on roll with the referral school or agency or be placed with us directly.



The Curriculum

Running Deer provides an age appropriate, individualised learning plan for young people aged 8 (approx) years and upwards. Our curriculum is distinctive and is based upon several important elements:

1. An individualised learning approach
2. Respect: For Self; For Others; for the Environment (see Behaviour Policy)
3. Personal Development
4. Formal Learning in English, Maths and other identified National Curriculum subjects within a classroom environment, 1:1 or very small group
5. Land-based studies, traditional and rural skills, bushcraft, and arts and crafts
6. Therapeutic Learning in an outdoor environment utilising "Ecotherapy" (MIND 2007) <http://www.mind.org.uk/media/273470/ecotherapy.pdf>
7. Therapeutic Learning and Interventions based around animals, including Equine Assisted Interventions.
8. British Values

Our staff have the freedom to adapt the curriculum to suit the needs of the young person; changing their approach accordingly and in response to the requirements of the referral agency or school; responding to the short term and long term outcomes required for the young person; and in response to the young person's ability to engage and learn, dependent on the reasons for their referral to Running Deer.

Organisation of Learning

The day starts at 0930hrs with 1hour 45 minutes of structured learning until morning break, followed by 1.5 hours of structured learning before lunch; then 1 hour of structured learning followed by 15 minutes of reflection and writing 'journey logs', ending with 30 minutes group | game time and play at the end of the day. This is a general overview of the day; however, all our students have an individualised learning plan which is designed to meet their social, emotional and behavioural needs as well as their educational needs.

The young person is supported and supervised 1:1 (Case Worker: Young Person) throughout the day; with occasional 2:1 (Case Worker: Young Person) for those needing additional support. The young person generally works away from peers but has the opportunity for peer to peer engagement during break times, end of day play, and times where it is beneficial for the young person to work with peers



on group activities to develop the social interaction skills, for example in cooperative activities such as climbing. If group work is a requirement of their EHCP then this will be incorporated into their learning plan.

Key principles that underpin our method of approach:

- The importance of positive relationships forms the foundation of all learning at Running Deer
- Personalised learning and support
- Age- and stage- appropriate learning and activities
- Meeting the needs outlined in the young person's EHCP| Statement
- Social, emotional, behavioural, and mental health considerations
- Requirements of referrals agency
- Meeting the needs of the whole of the young person with attention given to cognitive, emotional, moral, social, physical and intellectual development and wellbeing of young people
- A creative approach to learning in an outdoor environment

Curriculum Approach

As an on-roll school, we provide our students with opportunities to follow a broad and balanced curriculum, to achieve formally recognised qualifications based on their needs, and to develop their social, emotional and behavioural skills, in order to transition successfully to further study or training on leaving school.

As an alternative therapeutic provider our main aims are to help the young person develop their social, emotional and behavioural skills to enable them to transition back into their existing school, or into a new school where appropriate.

The curriculum at Running Deer is divided into five strands:

- Formal learning
- Project-Based Learning
- Emotional Curriculum
- Land-Based Studies
- Therapeutic Learning.



Most young people on roll with Running Deer will engage in each strand across an academic year. Students with us on a therapeutic placement will have an individualised learning plan encompassing different strands as appropriate.

Our curriculum is personalised to the individual student. Many of our young people have gaps in their education, so will often lack confidence in formal curriculum subjects, or face other barriers that make engagement in a formal classroom setting very challenging.

In order to build confidence, students may only engage in the more practical strands of the curriculum when they first begin at Running Deer, moving on to a broader curriculum involving formal lessons once they have developed effective relationships and are ready to learn.

Almost all the activities our young people engage in, outside of the formal lessons, are practical, so each session is multi-disciplined, combining several subjects into the activity and allowing the young person to learn in a practical and logical way.

Students are encouraged to identify personal goals and undertake projects that help them to develop personal and practical skills, as well as advancing their knowledge and understanding.

We also work with the local community to provide experiential visits, for example to a local pig farm to support a Key Stage 2 history project on farming.

With the support of their Case Worker, each young person sets small achievable goals as part of the 'journey log' process each day, which helps to engage them, and also enables them to complete tasks giving a sense of achievement, improving self-esteem and confidence and enabling them to stretch themselves when they are ready to do so.

This person-centred approach has significant advantages for young people who have struggled in a traditional classroom-based environment.

Curriculum Plan

The curriculum at Running Deer is divided into five strands: Formal learning; Project-based learning; Running Deer Emotional Curriculum; Land-based Studies; Therapeutic and Health|Wellbeing Interventions.

Every student will have an individualised learning plan encompassing each strand as appropriate. (See Appendix)

Formal Learning	One to one lessons in Maths and English	<p>For Key Stages 2 and 3, formal learning in English and Maths follows the National Curriculum, but is individually tailored to the student's age and stage.</p> <p>Student progress is measured using Wilson Stuart Progress Steps (Appendix 1) in Key Stages 2 and 3, or against the appropriate KS4 qualification syllabus. Students are assessed at the beginning of their time at Running Deer in Reading, Writing and Maths and their programme of study is adapted accordingly.</p> <p>For students in Key Stage 4, formal learning in English and Maths follows the Functional Skills or AQA GCSE Syllabus and the associated timetable.</p>
	Lessons in Science, PSHE (including British Values), PE, and Art	<p>These are adapted from the National Curriculum in a way that best meets the needs of the individual student. Student progress is measured against National Curriculum attainment targets wherever possible. Students in KS4 will follow ASDAN CoPE for their PSHE lessons (including British Values). Students working towards GCSEs will follow their qualification specification.</p> <p>In addition to English and Maths, we currently offer Entry Level GCSE combined Science for some students. Students on roll at other schools will study English and Maths at Running Deer at the level set by their on-roll school, once they are ready to access formal lessons.</p>

Project-Based Learning	Multi-discipline individualised projects	<p>These will address areas of the National Curriculum, including History, Geography, Design Technology, Art, Science, English, Maths, Music, and RE, but in a cross-curricular approach based on individual interest and need. Person-centred projects also enable the student to develop other skills such as planning, communication and teamwork. Progress is measured against the individual goals for the project, with links to the National Curriculum where possible. Progress against these outcomes are recorded as a Curriculum Learning Matrix on SOLAR.</p> <p>Some students may follow ASDAN short courses and awards. This will be specific to individual needs.</p>
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<p>Running Deer Emotional Curriculum</p>	<p>This is a specific curriculum written by Running Deer to meet students' emotional and social needs. This will be used in addition to PSHE for students who need it.</p>	<p>This is based on a spiral curriculum model, where students can enter at any point based on their specific needs, revisiting underpinning themes at each of the four stages as they pass through.</p> <p>Progress is measured against the outcomes for each stage of the Running Deer Emotional Curriculum. Students are supported to set targets at the beginning of each stage, to be reviewed by then end (or earlier if appropriate).</p> <p>Overall curriculum aims:</p> <ul style="list-style-type: none"> • To equip children and young people with the tools to identify and manage their own emotions • To enable children and young people to express themselves in a safe and acceptable way • To support children and young people to develop emotional resilience
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<p>Land-Based Studies</p>	<p>Conservation in theory and practice</p>	<p>Including: animal habitats, protection of animal species, trees and plants, encouraging habitat</p>
	<p>Woodland Management</p>	<p>Coppicing, Coppice crafts, Plant and Tree identification, Timber including types and uses</p>
	<p>Rural Skills</p>	<p>Hedge laying, Stone walling, Charcoal burning, Green Woodworking and carpentry, Working with Heavy horses</p>
	<p>Health and Safety</p>	<p>Safe use of tools, Using the right tool for the job, Maintenance of tools, PPE, Health and safety in the workplace</p>
	<p>Bushcraft and Survival</p>	<p>The 4 cornerstones of survival: Fire, Shelter, Water, Food; Foraging for food; Tools and equipment; Safe use of tools; Using the correct tool for the job; Health and Safety</p>

	John Muir Award	<p>Some students will work towards the John Muir Award, an environmental award scheme encouraging people to connect with, enjoy and care for wild places. It comprises four main challenges: discover a wild place; explore it; conserve it; share experiences.</p> <p>https://www.johnmuirtrust.org/john-muir-award</p>
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Therapeutic and Health Wellbeing Interventions	Talking therapy	Running Deer employs a counsellor to either work alongside young people in their day to day activities, or in one to one private sessions
	Play therapy	Including: art therapy; music therapy; storytelling; rough and tumble play
	Nature Play	Using the natural environment for play
	Ecotherapy	Utilising the natural environment as a therapy tool to improve mental health and wellbeing and physical health and wellbeing. For example; going for walks, animal tracking, tree and plant identification, sensory development
	Equine Assisted Interventions Running Deer Equine Curriculum	<p>EAI is useful in addressing issues of co-dependence, attention deficit hyperactivity disorder (ADHD), psychological and emotional issues such as depression, grief, anxiety, and anger management. It is especially helpful in helping treat the entire family, since addictions and psychological emotional problems affect everyone, not just the individual seeking treatment.</p> <p>EAI is an effective treatment method for:</p> <ul style="list-style-type: none"> • Teaching teamwork, communication and problem solving • Helping individuals face fears, increasing confidence and self-esteem • Providing a safe environment in which to address emotional roadblocks • Developing new ways of interacting socially • Providing challenging, fun and therapeutic healing



Assessment

As an alternative and therapeutic provider, we work closely with the outside referral agency and/or on-roll school, reporting back to them on a regular basis the progress the young person is making. As we are predominantly about helping a young person to re-engage in routine and activities so that they can transition back into school we work as part of a multi-agency arrangement where there is input from more than one agency. We attend regular progress meetings with the referral agency and provide them with copies of the 'journey logs' the young people and case workers are required to complete on a daily basis.

As an on-roll school, we work in collaboration with outside agencies to make sure the young person has the most appropriate support, so we can tailor the curriculum to meet their needs. On-roll students also complete 'journey logs' each day which are held on file. This allows us to track progress in terms of the whole curriculum and 'soft skills' in small steps, remaining person-centred in our approach.

Evidence of student progress will be recorded through formal assessments, photographs, pupils' work and observations, as well as their 'journey logs'. Progress across the whole curriculum at Running Deer is tracked using SOLAR for Schools software, devised by Special Schools and used widely in settings across the country.

Attainment and progress in the Formal Learning strand is measured using Wilson Stuart Progress Steps (see Appendix 1) for English, Maths and Science for students in Key Stages 2 and 3. For students studying at Key Stage 4, we follow and track progress against the relevant ASDAN, Functional Skills or Entry Level/GCSE syllabus. For the Project-Based Learning strand, Curriculum Learning Matrices in SOLAR are devised to record where students have met curriculum outcomes against the National Curriculum and WS P Steps as appropriate.

Reporting to parents is carried out termly, focusing on academic attainment in core National Curriculum subjects and on progress and attitude across the whole of the Running Deer curriculum.

Referral and Admissions Process

The referral process for our Referrals Pathway and Intervention programmes

1. The school or referral agency approaches Running Deer about a young person.
2. The agency is required to complete an enrolment form with details of conditions, behaviours, issues, and outcomes they, the agency, would like us to explore. They are required to provide information including whether the young person is a Child at Risk, on the Child Protection Register, has a statement and any other information that will enable us to Safeguard the young person at all times.



3. The young person, parents, and school visit our site to have a look around, meet the team and the animals.
4. The level of support is agreed, (1:1 or 2:1) although remains flexible depending on the young person's behaviour
5. The start date is agreed.
6. Depending on how quickly the school requires the young person to start this process can be fairly quick – i.e. within a week.
7. The length of time the young person is with us depends on the outcome requirements of the referral agency or school.
8. Running Deer is able to support the young person through the transition period back into the existing school or a new school if required.

For Running Deer School on-roll admissions please refer to our Admissions Policy.

Contact Running Deer

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Telephone: 01647 400201 | Email: info@runningdeer.org.uk

Website: <https://www.runningdeer.org.uk>

Appendix

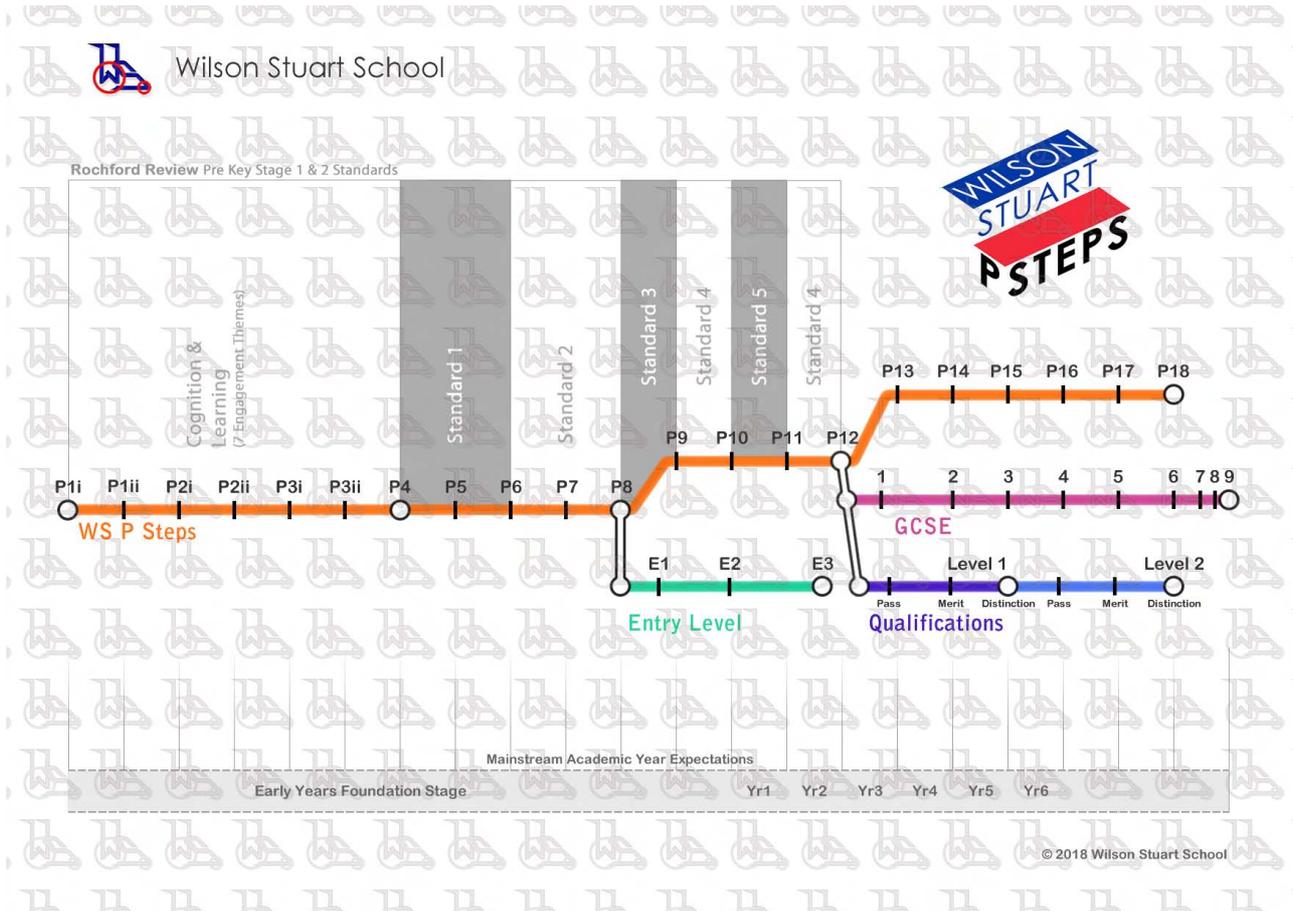
Wilson Stuart Progress Steps matrix

Example Individual student timetable (KS4)

Curriculum Plans for English, Maths and Science 2018-2019

Example Project-Based Learning plans

Appendix 1 - Wilson Stuart Progress Steps matrix



Appendix 2 - Example - Individual student timetable (KS4)

	Monday	Tuesday	Wednesday	Thursday	Friday
0930 - 1000	settling in, journey log goals				
Period 1	English	Project-Based Learning	English	Project-Based Learning	Project-Based Learning
Period 2	Project-Based Learning	Maths	Project-Based Learning	Maths	Science
Period 3		Project-Based Learning		Photography	Survival skills
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Period 4	Rural Skills	Emotional Curriculum PSHE	Emotional Curriculum PSHE	Photography	Survival skills PE
2.45-3pm	Journey logs Group reflections				

Appendix 3 - Curriculum Plans 2018-2019

Key Stage 4 Overview

	English Literature	Maths	Science
KS4 Overview Year 10	AQA Foundation GCSE English Literature	AQA Foundation GCSE Maths	AQA ELC and Foundation GCSE Combined Science (co- taught)
Year 10 Term 1	The Poetry Anthology – Power and Conflict – war poetry 19 th Century novel - A Christmas Carol – Context, Stave 1 and 2	Basic Number Factors and multiples Basic Fractions Basic decimals Basic algebra	Biology: Component 1 – The Human Body Cells Tissues Human Digestive System Respiration Infectious diseases
Year 10 Term 2	The Poetry Anthology – Power and Conflict - nuance 19 th Century novel - A Christmas Carol – Staves 3, 4, 5	Perimeter, circumference, and area Angles Properties of polygons Ratio and proportion Equations	Biology: Component 2 – Environment, evolution and inheritance Photosynthesis Adaption Food chains and webs Decay Environmental change Pollution Evolution

<p>Year 10 Term 3</p>	<p>The Poetry Anthology – Power and Conflict – pride and glory</p> <p>Prose - Stephen Kelman - Pigeon English</p>	<p>Indices Standard form Transformations 2D representations of 3D shapes Statistical measures</p>	<p>Chemistry: Component 3 – Elements, mixtures and compounds</p> <p>Atoms and elements Elements and compounds States of matter Mixtures Chromatography Metals Polymers</p>
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	English Literature	Maths	Science
<p>KS4 Overview Year 11</p>	<p>AQA Foundation GCSE English Literature</p>	<p>AQA Foundation GCSE Maths</p>	<p>AQA ELC and Foundation GCSE Combined Science (co taught)</p>
<p>Year 11 Term 1</p>	<p>The Poetry Anthology – Power and Conflict – inner conflict</p> <p>Prose - Stephen Kelman - Pigeon English</p> <p>Shakespeare - Macbeth</p>	<p>Probability Volume Algebra – equations Graphs</p>	<p>Chemistry: Component 4 – Chemistry in our world</p> <p>Acids and metal reactions Changes in Earth's atmosphere Fuels</p> <p>Physics: Component 5 – Energy, forces and the structure of matter</p> <p>Energy Forces Radioactivity</p>

<p>Year 11 Term 2</p>	<p>The Poetry Anthology – Power and Conflict</p> <p>Shakespeare - Macbeth</p>	<p>Graphs Trigonometry Quadratic equations and graphs Vectors</p>	<p>Physics: Component 6 – Electricity, magnetism and waves</p> <p>Current, electricity, energy transfer Magnets Electromagnets Waves</p>
<p>Year 11 Term 3</p>	<p>Revision and exams</p>	<p>Revision and exams</p>	<p>Revision and exams</p>

Key Stage 3 Overview – Year 9 (student arrived in Term 1b)

Year 9 Overview	English	Maths	Science
Term 1	Consolidating work from y8	Number: calculation, decimals	Biology: Nutrition, digestion and excretion
Term 2	Revising spelling, grammar and punctuation Novel study – Wonder by R J Palacio	Fractions and percentages Proportion Primes, roots, etc. Brackets and indices Reflection, Translation, Rotation, Enlargement,	Biology: Living organisms Physics: Forces and movement
Term 3	Poetry Exploring a range of poetry styles and writing poems Novel study – The Lie Tree by Frances Hardinge	Graphs and averages Lines, quadrilaterals, triangles Algebra Probability Percentages, Using units, Scale, Further percentages, Graphs, Calculating interest	Physics: Space Chemistry: Alkalis and acids

Key Stage 2 Overview (Student in Year 6 working within KS1 curriculum for English I Maths and KS2 Science)

Year 6 Overview	English	Maths	Science
Term 1	<p>Handwriting Nouns verbs and adjectives</p> <p>Reading: first 100 high frequency words</p>	<p>Number and place value: Numbers to 20</p> <p>Calculations: Addition and subtraction</p> <p>Measurement: length</p>	<p>Plant Life Ecosystems and habitats</p>
Term 2	<p>Reading: first 100 high frequency words</p> <p>The Gruffalo – reading, deconstructing and retelling the story, working on speaking and listening skills</p> <p>Working towards devising own short story</p>	<p>Number and place value: Numbers to 100</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p>Calculations: 2, 5, 10 times tables</p>	<p>Living organisms Forces</p>
Term 3	<p>Word recognition</p> <p>We're Going on A Bear Hunt - reading, deconstructing and retelling the story, working on speaking and listening skills</p> <p>Devising own short story</p>	<p>Measurement: Mass and volume</p> <p>Geometry: Properties of 2D and 3D shapes</p> <p>Fractions</p>	<p>Light Acids and Alkalis</p>

Appendix 4 – Example Project-Based Learning

Project title: Christmas Dinner

Student initials: SH

Key Stage | Year Group: KS3 | Year 7

Description of project | problem and intended outcomes:

To plan and cook a meal for Christmas for the staff and students at Running Deer.

Learning objectives:

By the end of the project, I can

- Find out about what is needed to cook a meal for a group of people
- Work out what can be bought within a budget and shop for these items, with support
- Cook a meal, with support
- Share in eating a meal with friends and staff

Planned learning experiences:

- To work out how many people you are cooking for and their dietary needs
- To plan how much food to buy, then how much it will cost
- Going to the shops to purchase food within a given budget
- Booking the community centre
- Cooking the dinner and working with other students who will help to serve it

Cross curricular links (including references to the National Curriculum where possible):

Maths (KS2):

- add and subtract amounts of money to give change, using both £ and p in practical contexts
- measure, compare, add and subtract: lengths (m|cm|mm); mass (kg|g); volume|capacity (l|ml)
- compare durations of events [for example to calculate the time taken by particular events or tasks].



Maths – Ratios etc. (KS2):

- estimate, compare and calculate different measures, including money in pounds and pence

Design Technology – Cooking and Nutrition (KS2):

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Design Technology – Cooking and Nutrition (KS3):

- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Spoken Language (KS2):

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- gain, maintain and monitor the interest of the listener(s)

Project title: Becoming the animal

Student initials: JH

Key Stage | Year Group: KS2 | Y6

Description of project | problem and intended outcomes:

Make a mask of a favourite animal. Embody | empathise with the animal through play.

Problem: lack of engagement

Outcome: work with emotional curriculum to relate to nature

Planned learning experiences:

- Study chosen animal – listening to noises made, how do they move?
- Make mask of animal face



- Play and embody animal, run through how they feel, how they react to other animals, what do they eat?
- Embodied learning, spirituality through nature

Learning objectives:

- Understand emotions through embodying and relating to animals
- Create a mask, exploring materials to make it
- Different ways of play and movement
- Researching and learning about an animal of choice

Cross curricular links (including references to the National Curriculum where possible):

National Curriculum Art and Design

KS1:

- Pupils use a range of materials creatively to design and make products
- Pupils use sculpture to develop and share their ideas, experiences and imagination
- Pupils develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Pupils develop a wide range of art and design techniques in using texture

National Curriculum PE

- KS1 - Pupils master basic agility and co-ordination and begin to apply these in a range of activities
- KS2 - Pupils take part in outdoor and adventurous activity challenges both individually and within a team

WS P Steps – Science - Biology

- P11 - Animals: Say which body part is associated with each sense
- P12 - Animals: State water, food and oxygen are essential for survival in animals
- P13 - Animals: Identify if an animal is a herbivore, carnivore or omnivore

Running Deer Emotional Curriculum

Stage 1:



- I can list the 'feeling' words I know
- I can match 'feeling' words with facial expressions
- I can choose one of my senses and use this to explore an emotion in depth
- I can name emotions that make me feel comfortable and emotions that make me feel uncomfortable
- I know what fight or flight responses are

Stage 2:

- I can recognise facial expressions as representing particular emotions
- I can recognise body language associated with common emotions
- I understand how the animals I work with react when they are scared or nervous or when they are happy

Project title: Buddhist Prayer Flags

Student initials:

Key Stage | Year Group: KS2 | KS3

Description of project | problem and intended outcomes:

To learn about Buddhism and its origins and beliefs

To research, design and make their own interpretation of Buddhist prayer flags

Planned learning experiences:

- To research the origins of Buddhism and its core beliefs
- To find out about the significance of the prayer flag and how|when|where it is used
- To use cold water dying techniques to produce colourful flags, using squares of material
- To research natural dyes and have a go at producing and using their own
- To write poems and|or prayers to add to their prayer flags
- To use fabric pens (or screen printing) to add words to their dyed flags

Learning objectives:

- To find out about Buddhism, its origins and central tenets
- To understand the importance of the prayer flag in Buddhism
- To learn cold water dyeing techniques, including tie dye and batik
- To write prayers or poems and add them to their own prayer flags

Cross curricular links (including references to the National Curriculum where possible):

Art (KS2)

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

RE (from Devon Local Agreed Syllabus Benchmarks – by age 11):

Make links between some texts, stories and symbols and guidance on how to live a good life; describe and compare different ways of demonstrating a commitment to local, national and global traditions of religion and belief, including through celebrations; describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts.

investigate and make links between some stories and symbols from religious and nonreligious world views and their guidance on how to live a good life; describe and compare how key events are remembered and/or celebrated in different traditions and how people may demonstrate their commitment to such traditions, providing good reasons for the views they have and the connections they make whilst recognising that others may think differently.

Art (KS3)

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work



- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

RE (from Devon Local Agreed Syllabus Benchmarks – by age 14):

Describe and compare different local, national and global expressions and interpretations of religious and nonreligious worldviews, explaining how and why people express their views in a variety of ways; suggest reasons for similar and different interpretations of scriptures and other important texts, and offer explanations as to why some people are inspired to follow a particular religious or philosophical path.

Investigate different views on how faith may play a vital part in people's lives and identity, recognising a diversity of views on the place of religion in the media and wider public life; ask questions about the meaning and purposes of religion and suggest answers in relation to the search for truth; use reasoning and examples to express insights into the relationships between beliefs, teachings and ethical issues whilst recognising that others may think differently.