

Rowley Park Primary Academy

Curriculum Policy – Learning Challenge Curriculum

Subject:	SMSC	Leadership Staff:	Helen Stubbs Anna Campbell Wendy Allen
----------	------	-------------------	--

Overall Curriculum Approach – NICER Curriculum

The NICER Curriculum used at Rowley Park Primary Academy uses the process that young people are working to a real purpose or outcome. Children know, and are in some cases, are involved in deciding what the outcome should be. The outcomes are always done for real and not for pretend. It is through completing this outcome that children use their learning and understanding for the purpose; it is a way of them communicating their findings and hopefully making some sort of impact through this. Through the learning, children focus on the key areas of NICER: Now, Independence, Creativity, Enterprise and Real (Regional + Relevant)

By the achievement of the outcome being presented as a Challenge from the start of the learning, children know that they have to achieve. The idea of this approach is that each topic is driven by a challenge or question that opens out the plans for the whole topic and directs the learning of knowledge and skills through the learning journey.

Each topic developed is driven by an overall challenge and an outcome being worked towards. The cross curricular approach to learning is about bringing a purpose and outcome; children connect to what they are studying in the specific subjects, why it is important to gather knowledge and understanding to then be able to apply this into their purpose.

The idea of challenge is about encouraging children to see the learning opportunity as something that they should rise to, and also as a clear way of children taking responsibility for their learning, If constructed affectively, there should be clear opportunities in the learning challenge for children to take responsibility for decisions, work in teams or independently, and to take on various roles within the process of learning and achieving.

Approach to the Subject

What will children be passionate about within this area of school life? What is the vision?

It is vital that children at RPA undertake a rounded life experience and development as young people in their schooling at RPA, and the development of Social, Cultural, Moral and Spiritual aspects of their life and learning are a key part of this. Children will be passionate about and inspired by the opportunities through the NICER Curriculum, whole school events such as Everybody Write Days; Assemblies and Celebrations; extra-curricular opportunities; and connections to the wider community. It is through these experiences that RPA's vision will be implemented; where all children and staff can develop a deep understanding and respect of moral, social, emotional and

religious beliefs represented within the school, local community and the world; and feel a key part of these aspects in their life and community.

What are the key skills being learnt in this subject across the school?

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

How is SMSC Approached in the school?

There are key aspects of school life where key features of SMSC are clearly explored, developed and undertaken by pupils. These are within the following aspects:

- Weekly Assemblies: exploration of values, religions, whole school ethos, celebration of achievements, sharing of learning
- After school clubs and activities: participation, competition, collaboration
- School council: democracy, parliament, voting, tackling key issues important to the school community
- Social enterprise: connection to social and environmental issues; connecting to the world of work; supporting charities and raising funds
- Everybody Write days; Cultural events and festivals; celebration; community engagement; values
- NICER Curriculum; connection to Now and Regional events; Creative and cultural exploration; developing thinking and independence

What are the key practical elements to this subject – will there be trips, visitors, resources etc?

There is a School Council set up where two children from each class meet up at least once a term to discuss any issues there have been in their class or the school. They are encouraged to make decisions that will impact on the whole school. This promotes the British value of democracy. In addition to this, Year 6 take on extra responsibilities like leading assemblies and becoming Team Captains. This encourages them to become mature and trustworthy members of the school.

Throughout school life, children will explore different religions, communities and festivals. Visits to places of worship will take place through the RE curriculum. Our NICER Curriculum, especially when linked to the Social Enterprise aspect, means that children will connect to partners, businesses, organisations and people from different backgrounds, places and parts of life.

How and when will this subject be monitored?

There will be a folder set up for SMSC with examples of activities and work with a direct link to it. In addition to this, there will be a folder set up on the school server where teachers will upload examples of children's work and photos as further evidence. SLT with support of other members of the team will capture evidence of children's engagement in SMSC activity. Evidence of this will be recorded on the school SEF.