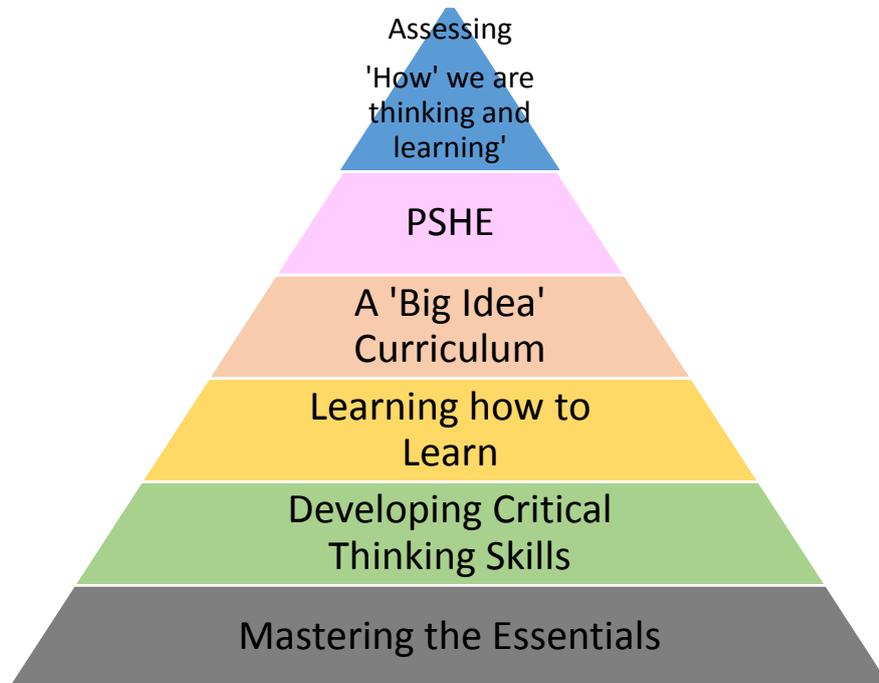




Rowanfield Infant and Junior School Curriculum Statement:

GLA Curriculum 'Essentials':



- **Mastering the Essentials:** the curriculum timetabling at RJS & RIS demonstrates our strong focus on ensuring that all children master National Curriculum skills in English, maths, computing and physical education. Our children will leave our school thoroughly prepared for secondary school and ready to continue their learning journey.
- **Developing Critical Thinking Skills through Philosophy for Children:** Developing thinking skills is a key part of quality first teaching although how we develop enquiry-based approach to learning will continue to evolve, for example through 'Philosophy for Children' (P4C) which allows children to explore ideas and beliefs in a safe environment without the fear of being 'wrong.' Exploring universal concepts and collaborative projects are also ways that children to build the confidence to share their reasoning and appropriately present their reactions to the thoughts of others. Through the development of these approaches, children at RJS & RIS will learn vital life skills:
 - the importance of respecting the views of themselves and others;
 - how to speak within a large group, taking turns, giving reasons, thinking carefully, listening to others prior to responding;
 - building resilience through constructive challenge.

- **Learning How to Learn:** the 'UNITED' framework is a bespoke learning skills curriculum developed by the GLA to enable primary age children to acquire the independent learning skills that are needed to fully access the 'academic' curriculum, no matter what their academic ability may be. It also develops creativity, resilience and the motivation that embeds a positive 'can –do' attitude to learning. The 'UN' element of the programme develops children's skills to **undertake** planning and investigation; the 'I' element develop children's skills in collecting and sorting **information** safely. E-safety forms part of this element alongside skills in collecting, analysing and evaluating primary and secondary information. The 'T' element of the programme seeks to develop **teamwork** skills and the "E" element develops children's skills in **evaluating**, reflecting and developing next steps. Finally, the "D" element of the programme focusses on the need for children to develop resilience and **determination** in order to ensure they develop a positive and proactive attitude to learning.

This framework was developed at Rowanfield Junior School and, although it is now used throughout all our academies and with all children, a particular focus of this framework is on the positive impact it has on outcomes for disadvantaged children. It is our experience that disadvantaged children often lack these 'how to learn skills' and, where this is identified as a barrier for learning for RJS & RIS children who are eligible for Free School Meals, learning coaches will be employed to undertake additional UNITED skills teaching sessions and coaching support.

- **A 'Big Ideas' Curriculum:** the core and foundation curriculum will be taught through 16 week 'Big Idea' curriculum units. The 'Big Idea' is the values based element of a unit that allows children to explore and articulate their thoughts and feelings about abstract concepts such as 'Courage' or 'Responsibility.' The 'Big Idea' is chosen and taught throughout the whole academy through differentiated 'driving questions.' National Curriculum subject skills are then woven together to allow for a clear progression of skills which are taught against a back drop of exciting and motivating contexts chosen by year groups. These can be subject based (for example 'The Rise and Fall of Ancient Civilizations') or context based (such as 'People who Changed the World'). Big ideas and themes will be chosen by teaching staff, children and often with input from the parents and community, based on their interests and on what is happening at the time locally, nationally or internationally. SMSC is an integral part of this part of this approach as children will develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues.

- **Personal, Social and Health Education:** Life Skills are covered through the Big Ideas curriculum, discrete PSHE lessons, circle time, school and class councils and assemblies. (See below for more details)
- **Assessing How We Are Thinking:** Assessment led teaching sits at the heart of the planning, teaching and learning and assessment cycles at GLA academies. Our formative assessment model, which would be used at RJS & RIS, is based on 'Solo Taxonomy' and seeks to support children and teachers in assessing not just what children know or can do, but the depth of their knowledge and understanding and the links they are making to build a conceptual model in each subject area. Working with the children, teachers and other staff can then ensure that all learning is based on a rock solid foundation of a deeper conceptual understanding of learning objectives and how they link to together and thus ensure that progress is rapid and sustainable.

THE SCHOOL WILL BE WELCOMING TO PUPILS OF ALL FAITHS/WORLD VIEWS

All GLA academies are fully inclusive academies welcoming of all members of the community. The curriculum offer and academy vision and ethos ensures that children learn about themselves as growing and changing individuals with their own experiences and ideas. They are encouraged to play a positive role in contributing to the life of the academy and the wider community. This in turn develops their sense of self-worth and they become more mature, independent, reflective and self-confident. They learn about the wider world and the interdependence of communities within it. Children are taught how society is organised and governed. Children experience the process of democracy through participation in their class and academy elections and the work of the pupil council. Children learn about their rights and their responsibilities and they learn to appreciate what it means to be a positive member of a diverse and multicultural society. Children develop an understanding of British Values through assemblies, discrete lessons and whole academy projects such as 'World Awareness Week.' They learn how to keep themselves and others safe. As they begin to develop into young adults, they transfer to secondary school with support and encouragement from the whole community.

Equalities policy:

All GLA academies must adhere to the GLA equalities policy. This states:

The taught curriculum:

At the GLA we aim to ensure that our planning and teaching reflects our specific commitment to equal treatment and equality of opportunity in all subject areas and

through our cross curricular themes. Our planning takes account of the differing needs of our pupils. The GLA Curriculum Team has a commitment to the evaluation of our curriculum outcomes to ensure that our practice matches our policy.

Resources and materials:

We endeavour to ensure that the resources we provide:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Show positive images of people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal treatment and equality of opportunity issues
- Are equally accessible to all members of the academy community, consistent with health and safety

We also ensure that we will have no implicitly or explicitly racist, sexist, homophobic or ageist materials and that our materials will seek to promote equality.

Use of Language

It is important that all members of our community use appropriate language that:

- Creates and enhances positive images of particular groups
- Creates the conditions for all to develop their self-esteem
- Uses the correct terminology in referring to particular groups (e.g. Inuit not Eskimo, Native Americans not Red Indians)
- Does not transmit or confirm stereotypes
- Does not offend

Teaching of Personal, Health and Social Education (PSHE)

RJS & RIS' PSHE curriculum will be developed in response to the needs of the community (local needs analysis), OFSTED findings of PSHE teaching in England (PSHE report 2013) and the most up to date guidance on safeguarding children. We also want children to know the differences between themselves and others, challenging negative attitudes and stereotypes. Positive learning attitudes and growth mind-set are developed through an 'attitudes' curriculum and through our own UNITED learning curriculum. Dedicated SRE teaching, mental health lessons and first aid training (based on the St John's Ambulance teaching programme) are also built into the GLA PSHE plans.

Example GLA Programme of Study:

Learning Attitudes

<p>Why we teach this: Resilience is key to achieving Low aspirations often cited as reasons for lack of progress Goal setting and ‘dream tree’ Growing national concern with mental health & self-esteem Modelling what a learner looks like</p>	<p>We can teach this through: Modelling and reinforcing positive vocabulary / vision Big Ideas UNITED Growth mind-set Behaviour support including mental health Whole class teaching Targeted approach, interventions and small group work</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning attitudes	Challenge and Aspiration	Mental Health	Doing your best	Movers and Blockers	Aspiration and Determination	Successful learning

Personal Social Wellbeing and Responsibility (PSWR)

<p>Why we teach this: Safeguard children, particularly around understanding exploitation and abuse *1 Mental health Understanding the dangers of drugs (including alcohol) Safety in the local community Financial wellbeing Cohesion, tolerance and positive relationships Healthy living including positive choices</p>	<p>We can teach this through: Elicitation and targeting teaching (speech bubble approach) Modelling and reinforcing positive vocabulary / vision Big Ideas / SMSC key driver UNITED Growth mind-set Behaviour support including mental health Whole class teaching Debate, deep discussion and reflection Visits including Gloucester Skillzone Schemes of work (e.g. SEAL, online resources, GHLL schemes of work etc.)</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Curriculum theme	<u>Safety</u> YR – Personal and road safety Y1/2 – Safety in a vehicle and road safety (visibility) Y/4 – Personal, rail and fire safety Y5/6 – Personal, water and rail safety All year groups: Stranger Danger	<u>Say no to bullying</u> (SEAL) (Anti-bullying week) (Circle time) (restorative justice) (Black History Month) Life Education visit (SPA)	<u>Healthy lifestyles</u> (Diet, Cookery, Healthy Living) (Balance and well-being) (Sport and Fitness) (Habits and Lifestyle) (Mental Health) (Charity links)	<u>Drugs education</u> Scheme of work Life Education visit (RJS)	<u>Sex and relationships education</u> Scheme of work NPSCC sexual exploitation lesson on network	<u>Finance and budgeting / debt</u> (Financial well-being) (Fundraising) (Maths link) (Dangers of debt and the effect on well-being)

First Aid	EYFS - friendship	EYFS - cleanliness	EYFS -first aid	EYFS - healthy eating	EYFS - Safety	EYFS - water safety
	Primary Survey Communication and Casualty Care	Burns and Bleeding Asthma and Choking	Recovery Position Coping in an Emergency First Aid Kit	Asthma, choking Burns, bleeding	Poisoning/Stings Bone Muscle and Joint Injuries	Bone Muscle and Joint Injuries Poisoning/Stings
E-Safety						
Why we teach this: We embrace IT and the internet as tools for learning Safety and acceptable use (see GLA E-safety policy) - CAT 'CHECK, ASK, TELL' Greater vulnerabilities with hand-held devices Social media - privacy and appropriate use (including sexting) Cyber-bullying and link to mental health Exploitation, grooming and radicalisation Law, including copyright, plagiarism, pornographic material etc.			We can teach this through: Elicitation and targeted teaching Reference to e-safety throughout the curriculum Dedicated PSWR lessons, particularly for new knowledge 'Big Ideas' Debate, deep discussion and reflection Visits and visitors, e.g. police, NSPCC Schemes of work and resources			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term6
E-safety themes	Privacy, passwords and Research	Social media and cyber-bullying and online profiles	Email and messages / who can I trust?	Online publishing / electronic footprint and the law / prejudice	Peer group pressure / appropriate content and the law / self-respect and personal responsibility	Sharing personal information / data protection / online phishing scams

How will SPA promote British Values?

British Values will be promoted at RJS & RIS, through assemblies, Religious Education, topic work, our curriculum and PHSE sessions. Our activities and the way we manage learning and behaviour clearly reflect British Values. We will promote these values in the following ways:

Democracy:

There will be opportunities for all members of our academy community to have their voices heard. We will provide pupils with a broad general knowledge of, and promote respect for, public institutions and services by discussing these whenever appropriate in curriculum work. We will teach our pupils how they can influence decision-making through the democratic process. The children who become members of the RJS & RIS schools will hold an election process to create academy council representatives. These academy councils will meet on a regular basis and

members can bring issues for discussions that have been raised by their class peers. We will encourage pupils to become involved in decision-making processes and ensure that they are listened to in school. This will work through the academy council and also an annual 'Pupil Questionnaire' which allows children to express opinions about their academy. These views will be analysed by the academy council who then decide what actions, if any, they want to take to improve their academy. We will help pupils to express their views; in all areas of the curriculum there will be opportunities to present their work and opinions. We will model how perceived injustice can be peacefully challenged e.g. through our interactions with pupils and the academy's behaviour system. We also discuss scenarios in assemblies and class PHSE work.

Parents will always be actively encouraged to share their views with us and an annual parents' survey will be undertaken and responded to by the Local Governing Body. We will operate an open door policy where parents can have easy access to office staff, class teachers and members of the leadership team. We will have a Parent Forum which meets each term and provides parents with a more formal way of giving feedback to the academy about a range of issues. Our Local Governing Body will have a number of parent governors on it who will contribute fully to the successful operation of the academy and act as 'critical friends.'

The Rule of Law:

The importance of laws, whether they be those that govern the class, the academy or the country, will be consistently reinforced day to day through our behaviour management systems. Pupils will be taught the value of and the reasons behind our laws; that they govern and protect us, and the responsibilities that this involves and the consequences when laws are broken. We will have visits from local Police officers and also the Fire Service to reinforce their understanding. We will ensure that academy rules and expectations are clear and fair. The class charter, agreed with the children at the start of each year, will be an example of this. The children will spend time talking about what the rules should be, why they need to have certain rules and also understanding the implications of breaking the rules. We will help pupils to distinguish right from wrong during everyday interactions and discussions of stories, fables and other literary materials. During Religious Education the children will learn about other faiths and belief systems and consider the rules that govern those. Other subjects will provide opportunities for children to appreciate and understand the importance of rules for example in a PE.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We promote freedom of choice and the right to respectfully express views and beliefs. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised to exercise these

safely, for example through our Anti-Bullying, E-safety and PSHE lessons. This includes making sensible choices and keeping safe in a variety of situations. We support pupils in developing their self-knowledge, self-esteem and self-confidence through all areas of teaching and learning in the academy. We challenge stereotypes in school through PHSE work and assemblies. Children are encouraged to take responsibility for their behaviour, as well as knowing their rights. We implement a strong anti-bullying culture as enshrined in our policies and procedures.

Respect & Tolerance

All our pupils will develop an understanding of respect for a wide range of religious values, languages and cultural traditions and different ways of life. Our pupils will understand that it is expected that respect is shown to everyone, irrespective of whatever differences they may have. Children will learn that their behaviour choices have an effect on their own rights and those of others. We will always challenge prejudicial or discriminatory behaviour. We will encourage our pupils to be thoughtful and reflective learners. We will discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers. We will hold fund-raising events throughout the year to support a variety of charities that have touched some of our children and their families. This raises awareness among the children of the charity, its work and the people it supports. The curriculum will be used to maximum effect to enhance pupil's understanding and respect for their own, and other faiths and beliefs or those who have none. Through RE/PHSE we will develop an understanding of other cultures; through specific topics; through visits from members of different faiths; through celebration of the festivals and religious days of other religions such as Diwali, Chinese New Year, Easter, Christmas and Harvest Festival.

PREVENT

RJS & RIS will fully recognise its responsibility to protect pupils from radicalisation and acknowledge it is part of our wider safeguarding duties being as important as protecting children from other harms to their health, social and educational development.

The Prevent Strategy (June 2011) was created after intelligence indicated that a terrorist attack in our country is 'highly likely'. The new strategy emphasises the need to prevent terrorism and extreme ideology, the emphasis for schools being able to recognise the signs of radicalisation, seek advice and know how to respond, report concerns and ensure that information is shared appropriately (Notice, Check, Share).

Our Designated Safeguarding Leads (DSLs) will have completed online training, attended briefings and completed WRAP training in order to support staff and share information about prevent, including the Prevent Strategy (2011), Prevent Duty Guidance (on the duty in the Counter-Terrorism and Security Act 2016) and The

Prevent Duty (Departmental advice for schools and childcare providers June 2016), to ensure that staff are aware of their responsibilities to recognise signs, report and share. All staff will have annual training in line with the latest available information and training.

Staff will be trained to follow the school's safeguarding procedures outlined in the RJS & RIS' safeguarding handbook including discussing with the school's designated safeguarding lead, and where deemed necessary, with social care (Children's Helpdesk 01452 426565). Attendance officers and the Head of School will have FGM training. There is a Prevent Board in Gloucestershire who will create a Channel panel if, after formal referral, the police agree that there is sufficient evidence of radicalisation. Based on the GLA Safeguarding Policy, we have created a Safeguarding Handbook to share with all staff, including how to recognise the signs and what action to take. Training is as follows:

- GSCB whole school training
- GSCB updates delivered by DSL at least once a year
- Induction Training on Prevent for all new members of staff
- All staff read, digest and sign to show understanding of statutory guidance including Keeping Children Safe in Education and Prevent
- Regular staff meeting agendas include safeguarding training, including Prevent Staff training