



Rise Park Primary and Nursery School

Key Drivers Policy



Intent

Here at Rise Park, we have devised a curriculum which is closely matched to the needs of our school community. Careful analysis and discussion about our pupils' backgrounds and life experiences, have helped us to identify four key drivers, which underpin our curriculum and wider offer and therefore shape our curriculum breadth.

The Key Drivers:

- **Knowledge of the world** - *moving beyond knowledge of people and places, this driver aims to broaden our pupils' horizons. They develop a deeper understanding of moral issues. They consider their own role within society, and the consequences of their actions both locally and globally.*
- **Possibilities and enquiry** - *we encourage our pupils to ask questions, enquire and then reflect. We aim to promote a fascination in learning about themselves, others and the world around them.*
- **Emotional awareness** - *we focus on nurturing resilient, independent children who are able to show empathy & compassion towards each other. We explore the emotional dimension of each of our topics.*
- **Diversity** - *we believe our pupils need to recognise the value of diversity and what we can learn from each other at a local and global level.*

By focusing on the key drivers across both the curriculum *and* wider aspects of school life, we aim to equip our pupils with the cultural capital they need to successfully meet the challenges of the next stage in their education and lives.

We are proud to provide access to a wide, rich set of experiences, from swimming at the local pool, to visiting historic sites in areas of outstanding natural beauty. Carefully planned and well-sequenced enrichment activities across the core and wider curriculum, and extra-curricular clubs and responsibilities, encourage further development of each key driver. Our provision tracker ensures that uptake of these opportunities is strong, particularly for our disadvantaged pupils.

Implementation

Knowledge of the world

Moving beyond knowledge of people and places, this driver aims to broaden our pupils' horizons. They develop a deeper understanding of moral issues. They consider their own role within society, and the consequences of their actions both locally and globally.

Knowledge of the world is woven throughout our curriculum which has been designed to ensure a broad and balanced knowledge of the world is gained. Long and medium term planning include specific focus points and questions annotated for the knowledge of the world key driver. This has ensured that the key ideas children need to know, drive the sequence of learning and are taught explicitly. Knowledge organisers are used to support children's retention of the key knowledge and vocabulary taught in each topic. Additionally, the moral dimension of each topic is considered, such as the Year Six World War Two topic where children are taught about Jewish persecution. Explicit opportunities are planned here for discussion on the moral issues related to this.

Considering pupils' moral development as part of this driver, their understanding of their role in society and the wider world, is also developed through class rights and responsibilities and a class target. In addition to this, every classroom also has a class bank, from which money is deducted if equipment is broken or lost. This bank is visible in a stage-appropriate form for all pupils to see. Money from this class bank is spent on a class treat, provided it is not needed to replace equipment. Pupils learn that their actions have consequences, and that taking responsibility is important now and in the future.

Implementation of the Knowledge of the World driver

is further illustrated in the diagram below:



The class bank is displayed and used alongside a price list for equipment, encouraging pupils to take greater responsibility.

Knowledge of the world



Pupils' Personal Development

Job roles for pupils across school allow children the opportunity to take responsibility and build confidence, resilience and develop leadership skills. Eco-monitors, chicken carers, digital leaders and school council representatives are just some of the pupil roles that are integral to the running of our school and further develop pupils' knowledge of the world.

Rights and Responsibilities

Classes work collaboratively to create a class charter that will keep the classroom fair for everyone. This promotes equality, respect and encourages the children to consider right and wrong, taking responsibility for their actions. The class bank also develops an understanding of budgeting and encourages pupils to take responsibility for their equipment.

Trips

Our immersive, experiential curriculum ensures that trips for every topic help to make the learning deeper and more memorable. Children's knowledge of the world is developed through experience of both the local and wider environment. For example, year one enjoyed a visit to Wollaton Hall as part of their History topic on Mary Anning, while year 6 visited Eyam as part of their work on The Plague.

Visitors

A huge range of visitors across school enable the children to develop their knowledge of the world through meeting different people and celebrating human creativity and achievement. Year 4 were visited by a polar explorer as part of their topic on Shackleton. Year 2 were excited to meet artist Birungi Kawooya as part of their art project focussing on East African Kitege printing.

Theme Weeks

Half-termly theme weeks are kicked off with house team assemblies which allow all children throughout school to socialise and encourage them to support one another and develop their social skills. Theme weeks such as Aspirations Week have celebrated individuality and encouraged pupils to begin to consider and prepare for their adult life in the world.

Curriculum

Through our rich Geography and History curriculums, children develop their knowledge of the modern world, as well as the past. They make links and understand how history has shaped the world they live in. Global and environmental issues are woven throughout the curriculum, encouraging children to consider their impact in the world and become responsible, active members of society. Year 3 study the importance of fair trade, creating persuasive leaflets, while year 5 consider the impact of global deforestation.

Parental Engagement

Pupil-led parent events such as Farmer's Markets and Summer Fayre encourage the pupils to develop enterprise skills, as well as team work and problem-solving skills.

We collaborate in learning projects with children from across the world in our partner schools in Colombia and Pakistan with a focus on eco awareness and global citizenship.

Possibilities and enquiry

We encourage our pupils to ask questions, enquire and then reflect. We aim to promote a fascination in learning about themselves, others and the world around them.

Every curriculum topic begins with an awe and wonder 'hook' which promotes enquiry amongst all pupils. Examples of these include Tutankhamun's tomb with a range of artefacts for pupils to study in Year 4, and Mount Everest and its camps with information for pupils to read in Year 2.



Pupils climb Mt Everest at the start of their World Explorers topic in Year 2

These give a stimulus and starting point for pupils to begin relevant enquiry. In addition to this, all topics are posed to pupils in the form of a key question which must be answered. Once the hook has created key lines of enquiry for pupils, a KWL (know, want to know, learned) grid is completed, where pupils record what they already know, and what they'd like to find out. Teachers' planning is adapted to include the outcomes of the KWL grid sessions. Key concepts are covered for pupils, but sufficient time and homework is also planned to follow pupils' own lines of enquiry in addition to the core concepts of a topic.

Implementation of the Possibilities and Enquiry driver is further illustrated in the diagram below:

DIRT

Pupils use dedicated, independent reflection time to assess their own and others' work against agreed criteria.

Awe and wonder/ hooking them in

New topics begin with an exciting hook to promote enquiry and questioning by pupils, e.g. Year 4 entered the tomb of Tutankhamun at the start of their Ancient Egypt topic.

School council

Pupils are encouraged to discuss and exchange views as part of their work with the School Council. "Everyone's view is valued."

Trying something new

Our wide range of extra-curricular clubs e.g. 'Let's get cooking' and 'Singing Stars', boost self-esteem and show pupils that anything is possible!

Possibilities and enquiry



Anything is possible!

Pupils' talents and interests (both in and out of school) are celebrated and rewarded in Friday celebrations assemblies.

Reflective RE

RE lessons give children time to reflect creatively on their own beliefs whilst developing respect for the beliefs and values of others.

Questioning

Pupils ask and answer their own questions using question mountains in Science and key question stems across the curriculum, to encourage enquiry and higher order thinking.

A curiosity and love of learning

These are fostered through enrichment activities such as trips and residentials e.g. Year 1 visit the Church at Rise Park; Year 2 camp at Wollaton Park.

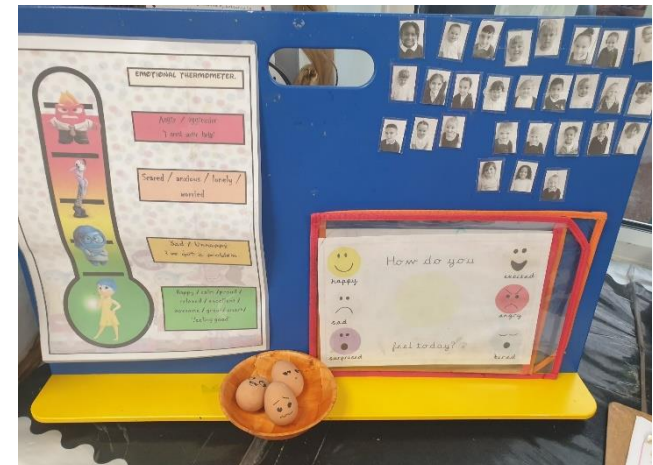
Emotional awareness

We focus on nurturing resilient, independent children who are able to show empathy & compassion towards each other. We explore the emotional dimension of each of our topics.

Emotional awareness is woven throughout our curriculum using key question stems in both long and medium term planning. It is also taught specifically through our PSHE scheme of work which is carefully planned to ensure progression through from EYFS to Year 6. Within these lessons, there are structured opportunities for pupils to practise and enhance the five skills associated with emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). In addition to this, whole-school theme weeks such as 'Healthy Me' promote a whole-school focus on all aspects of emotional awareness and wellbeing, including online safety.

We use emotional thermometers in every classroom to encourage all children to reflect on their feelings. This gives the opportunity for staff to identify and monitor pupils' wellbeing more closely. Through these and our worry monster bags, staff can identify whether children may need further support/intervention.

Every classroom has an emotional thermometer. Children are encouraged to reflect on their feelings, which they can then represent by putting their photo next to the emotion they are feeling. Staff are observant and responsive to these, supporting children and identifying further support if needed.



For further examples of emotional awareness implementation, including the specific roles and responsibilities that pupils take on in this area across school, see the diagram below:

Supporting Parents

We run workshops to offer help and advice to parents in dealing with emotional issues such as anxiety. Themes for these are informed by the work of our DSLs.

House Teams

Children are part of a house team, which provides a smaller community for children to collaborate with pupils from across the school. Our older pupils act as fantastic role models and our younger pupils always rise to the challenge. House teams also encourage healthy inter-school competition!

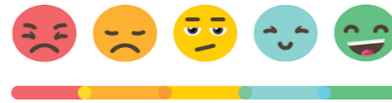
Helping Others

The KS2 pupils work as peer mediators at break times. They help the younger pupils to resolve issues "We build our connection to the other children to make them happy."

PSHE Curriculum

Our PSHE provision ensures that our pupils receive quality teaching in progressive lessons, giving pupils the knowledge and skills to help them keep safe and prepare for adult life.

Emotional awareness



Mutual respect and inclusivity

Every year we join in with the national RSE day. A key day where we can celebrate diversity in families and relationships and foster respect for all members of our community and the wider society.

Keeping Safe

Through our computing curriculum, children learn the importance of online safety. They are taught to recognise online and offline risks to their well-being, and this is an ongoing conversation throughout the year.

As part of PSHE, children learn about keeping safe online, rights and responsibilities online, online gaming and gambling, reducing screen time, dangers of online exploitation, online pressures and influences, online identity, pros and cons of social networking and SMARRT online safety rules.

Trips and Visits

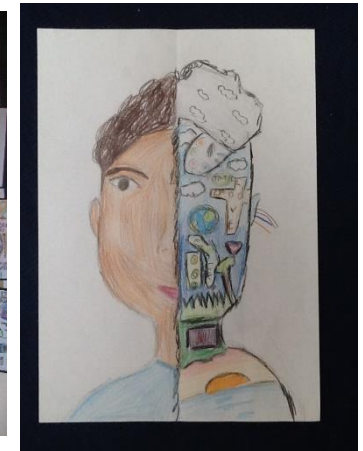
We enhance our curriculum through trips and visits. Our Year 5 pupils take part in The Great Project every year. We value the specialist knowledge/ info delivered by experts and the impact that this has on making learning memorable for our Rise Parkers.

Diversity

We believe our pupils need to recognise the value of diversity and what we can learn from each other at a local and global level.

An understanding of diversity is embedded in our whole school curriculum and developed through teaching and learning. Planning at every level is focused on ensuring this sits at the heart of each topic, through key questions and points of discussion. We promote diversity through enrichment activities, such as international school links. Our pupils talk to others from across the world, and collaborate with them on curriculum projects. Theme weeks also bring this work together, encouraging a celebration of each of our own identities.

Self portrait project: As part of Languages and Culture theme week, the children create self-portraits reflecting the range of cultural influences that have shaped their heritage. The aim is for them to feel their own cultural identity is valued and to appreciate the characteristics that make us all unique, and to also express what they enjoy and have in common with others. The portraits from EYFS to Year 6 are now displayed on a main corridor linked to the Diversity driver.



In addition to this, we invite a diverse range of visitors into school and monitor the books we provide for pupils, to ensure that they positively represent people of all abilities, backgrounds and faiths, including our own.

For further examples of how this key driver is implemented throughout our curriculum and wider offer, see the diagram below:

Diversity

Social and cultural development



Promoting diversity and representation through books

Chicken in the kitchen, Year 2; Sulwe, Year 5; Wonder, Year 6

Language ambassadors

Our Language ambassadors have a real passion for learning and sharing Spanish within school.

Languages and culture theme week

In October 2020, all children in school learned about the language and culture of a language spoken in our school community.

Topic work

Y2 - Explorers - Junko Tabei

Y3 - The Caribbean

Y4 - Crime & Punishment - Rosa Parks

Y6 - WW2 (RE Jewish reflections / role of Commonwealth soldiers) Islamic civilisations

Self portrait project

Our children celebrated their own and others' identities in an exhibition of self-portraits, created from reflections on the question: What is culture?

Diverse visitors in school

The school council met a blind football referee volunteer

Y2 visiting artist- Birungi Kawooya

Topic work through diverse books

Y1 - Around the world - Pata's pumpkin/Biblioburro stories

Y2 - Exploring the World (Around the world - Sing to the moon (Uganda) and Chicken in the kitchen (Nigeria) and our local area

Rise Park School @RiseParkSchool · May 24
As part of our #changemakers project, Reception listened to 'You Matter' by Christian Robinson. We learnt the word 'equality' and did a little draw-along. We hope you like our t-rex's!



Impact

To monitor implementation of each of the key drivers, subject leaders for every curriculum area include them as part of their monitoring activities for planning, pupils' work, lesson visits and pupil/ staff voice. Outcomes feed into continued CPD, and ensure that each of the drivers continues to extend and enrich learning opportunities across the curriculum.

See below the outcomes of recent subject leader pupil voice, demonstrating impact on pupils' knowledge and understanding of each of the key drivers.

We are enthusiastic about helping other children and the teachers with their Spanish and work on international projects." - Languages Ambassador

-Spanish Ambassador



I like learning about new things. We're learning about drugs and what you shouldn't use and how it affects you. Everyone shares their ideas, you don't need to be scared to do this

Abigail



I like Spanish because we go to send post to the Columbian school and we get post back

Jay-Jay



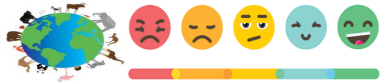
In Anglo-Saxon times, the jury members were only allowed to be men. I don't agree with this because women are also people too. They are in the world and we are just the same.

-Lacie, Y4



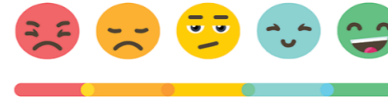
We've learned about World War Two
and Jewish people dying. It's about
people not judging.

-Year 6 pupil



We help other children to get along
better. We bond with them.

-Peer mediator



Changemakers helps spread messages of
awareness on big issues - racism,
illnesses, plastic pollution, mental health
and bullying

-Malique



I loved languages and culture week.
Culture is what language we speak,
what food we eat and our religion.

- Renee



We learned about electrical circuits in
science and then thought about how we
could use them in our head torches in
DT.

-Harvey



I liked finding Tutankhamun's tomb and
all the artefacts. We asked questions
and wrote down our ideas about what
they were.

-Year 4 pupil

