

SMSC. British Moral Values and Global Citizenship

We aim to support our Rise Parkers to develop in many diverse aspects of life. 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:

The Key Drivers:

- Knowledge of the world
- Possibilities and enquiry
- Emotional awareness
- Diversity.

By focusing on the key drivers across both the curriculum and wider aspects of school life, we help to equip our Rise Parkers 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, encourage a love of learning for all. They also make it more memorable and fun to support retention! Our provision tracker ensures that uptake of these opportunities is strong, particularly for our disadvantaged pupils.

We are proud that our curriculum gives our Rise Parkers the confidence and self-belief to lead a happy and fulfilled life, each taking their own 'Steps to Success' whilst being reflective and proud of their own individual identities. Our pupils are proud of their British Values, Global Citizenship skills and the diverse society to which they belong and play an active part. Our key driver foci ensure that SMSC development, fundamental British values and Global Citizenship skills are at the heart of all we do. Read on for further examples of implementation and impact...

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!

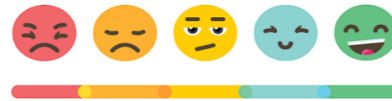
Helping Others

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



and social development

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.

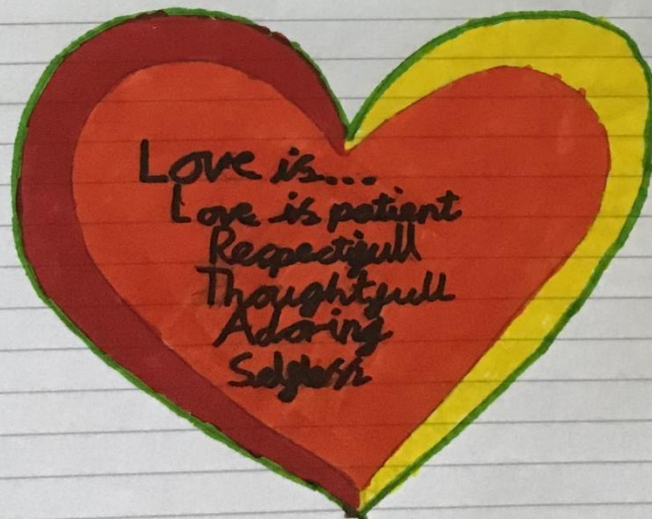
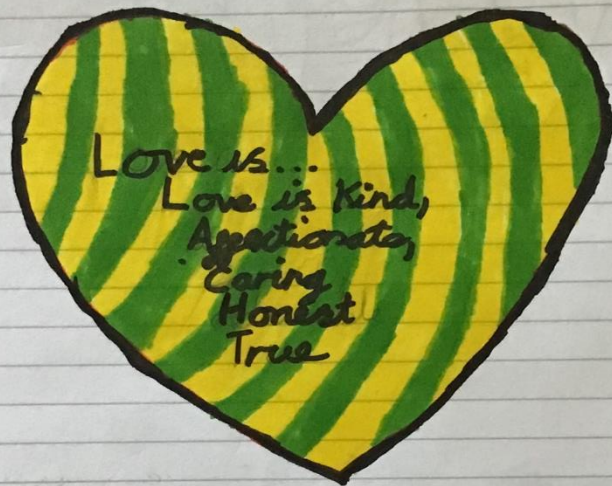
Trips and Visits

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.

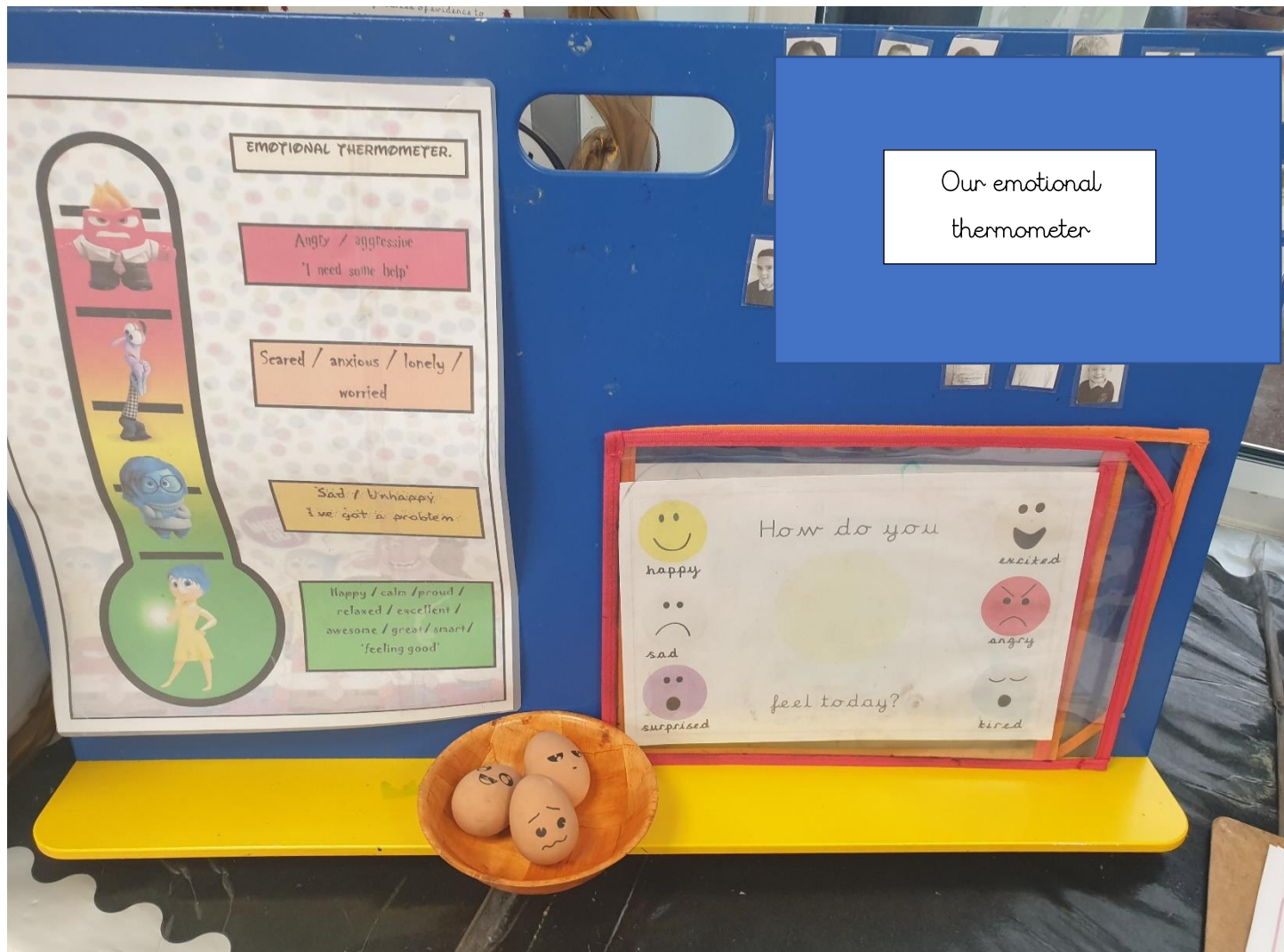
Love is All Around RSE Activities

25.6.2020

Malique 5A



Our annual RSE theme day encourages children, families and the local community to celebrate and educate healthy and positive relationships and the impact that these can have on our mental and emotional wellbeing. In 2020 the theme was 'Love is...' and in 2021 the theme was 'Faces'.



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.



During our 'aspirations' theme week, children had the opportunity to learn about jobs/careers and research the skills and attributes they would need for their dream job. Children met a range of members from the community and had workshops with different professionals and local business owners. They learnt the importance of resilience, motivation, determination and having high aspirations for their future.

Diversity

Social and cultural development



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

Topic work through diverse books

Y1 - Around the world - Patten'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

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

Promoting diversity and representation through books

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

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!





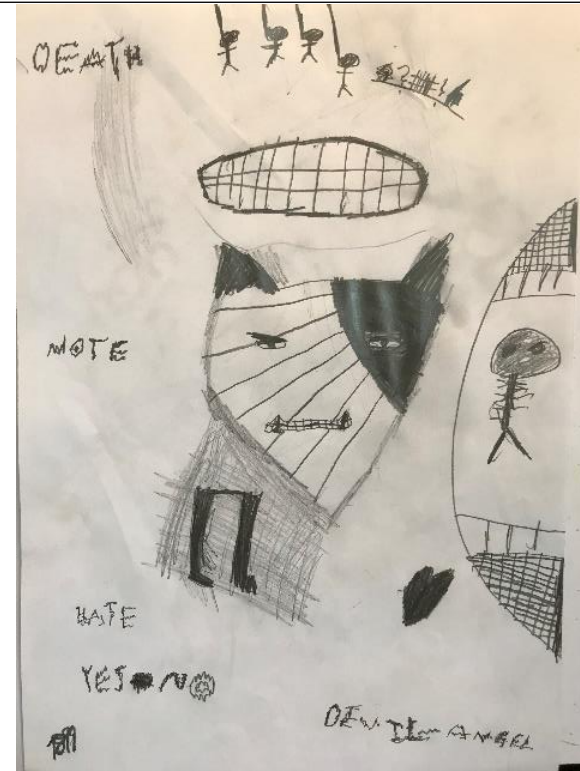
Self portrait project: As part of Languages and Culture theme week, the children created self-portraits reflecting the range of cultural influences that have shaped their heritage. The aim was for them to feel their own cultural identity is valued and to appreciate the characteristics that make us all 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.



Embajadores españoles: Our Language Ambassadors play a key role in projects with our partner schools in Colombia and Pakistan, from sharing elements of school life via snail mail to collaborative eco projects and Skype Calls!

Rise Park School @RiseParkSchool · May 24

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Changemakers: In 2020 we launched our 'Changemakers' project to extend children's thinking around inclusion, anti-racism and culture around the world. We have covered poems by Maya Angelou in KS2.

Sharing the 'All are welcome book' in EYFS as well as artist changemakers such as Jean-Michel Basquiat. Pupil voice shows children have found these discussions challenging and thought provoking.



We seek to provide children with opportunities to learn and be inspired by a range of visitors and professionals to 'bring the outside world in' and ensure children develop skills of cultural awareness, empathy, open mindedness and curiosity. Year 2 had an online workshop with the artists Birungi Kawooya who shared her inspiration from Uganda and they worked on a kitenge material project following on from our Sing to the Moon English unit set in Uganda. The school council learnt all about the role of a referee for a local blind football league and the skills needed to have this role.



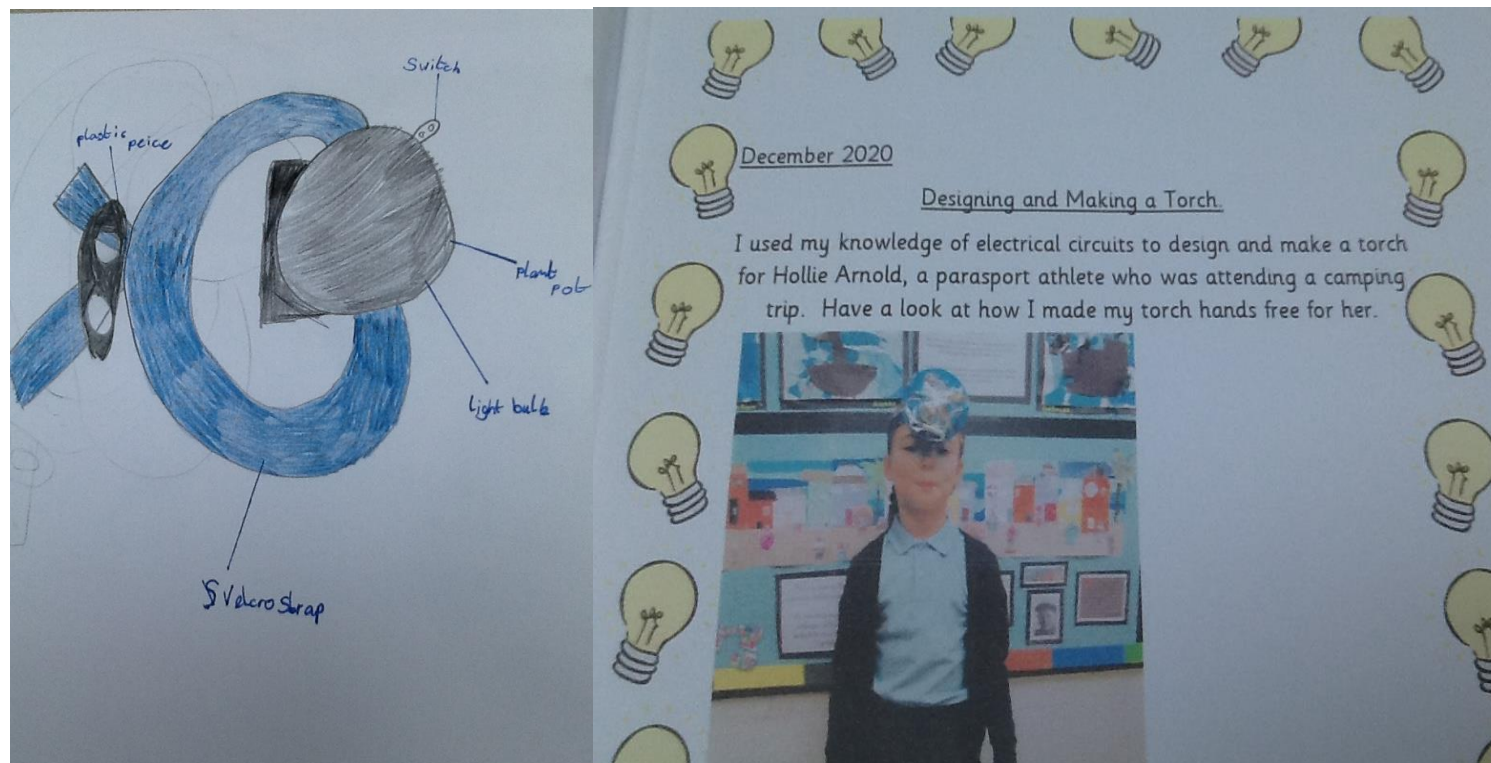
Languages in our community

To celebrate the array of languages spoken in our community, our children created 'Hello' posters in different languages so that everyone feels welcome, seen and celebrated in our school.



Diversity through the curriculum - A range of voices through what we teach:

In our Year 3 Geography topic, our children design and create Caribbean scenes showing the diversity of life and culture in Caribbean countries.



Diversity through the curriculum - A range of voices through what we teach:

In Year 4 D&T, our children use their design skills to consider how to create and make items which make life in modern Britain accessible for all.



Diversity in the curriculum: We aim to diversify our book shelves through what the children read and the books we teach through sharing books with a range of representations and linking to the Rise Park community. We believe our children should see themselves in the books they read (books as mirrors) and also have an insight to the experiences of others (books as windows)

Knowledge of the world



and moral development

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.

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 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.

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.

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.

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.



Our immersive and experiential History and Geography curriculums allow the children to develop a strong understanding of the modern world and the society that they live in, as well as the historical world and societies that have impacted how we live today.



House Team Assemblies help to develop children's social skills and promote collaboration and respect.



Year 4's trip to the National Justice Museum as part of their topic on Crime and Punishment.



During their topic on Crime and Punishment, year 4 were visited by local police officers who told them all about their jobs.



Year 4 explored what life was like for the Anglo-Saxons using artefacts. They helped them to ask and then go on to answer key questions about their daily lives. The memorable learning experiences help our pupils to retain the new learning in a topic.



Year 4 discovered an undisturbed tomb of an ancient Egyptian Pharaoh. They worked together as archaeologists to carefully remove and catalogue the previously unseen artefacts. They then used these to help them investigate further what life was like in Ancient Egypt.



Our annual farmers' market is run by our chicken monitors and gardening club. Each class grows and prepares something to sell to pupils and parents. The school council help to organise a decision on how the money raised will be spent, considering everyone's views.

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



and spiritual development

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 residential e.g. Year 1 visit the Church at Rise Park; Year 2 camp at Wollaton Park.



Year 2 began their Explorers topic by taking part in an expedition up Mt Everest. They were immediately hooked into the topic and began their enquiry ready to write a non-chronological report.



Year 5 began their Ancient Greece topic by studying a selection of artefacts from Ancient Greece. This promoted enquiry and questioning about what they wanted to find out.



In our Aspirations Theme Week, professionals from the community shared about their careers. This allowed the children to see great possibilities for their own lives and set some aspirational goals.



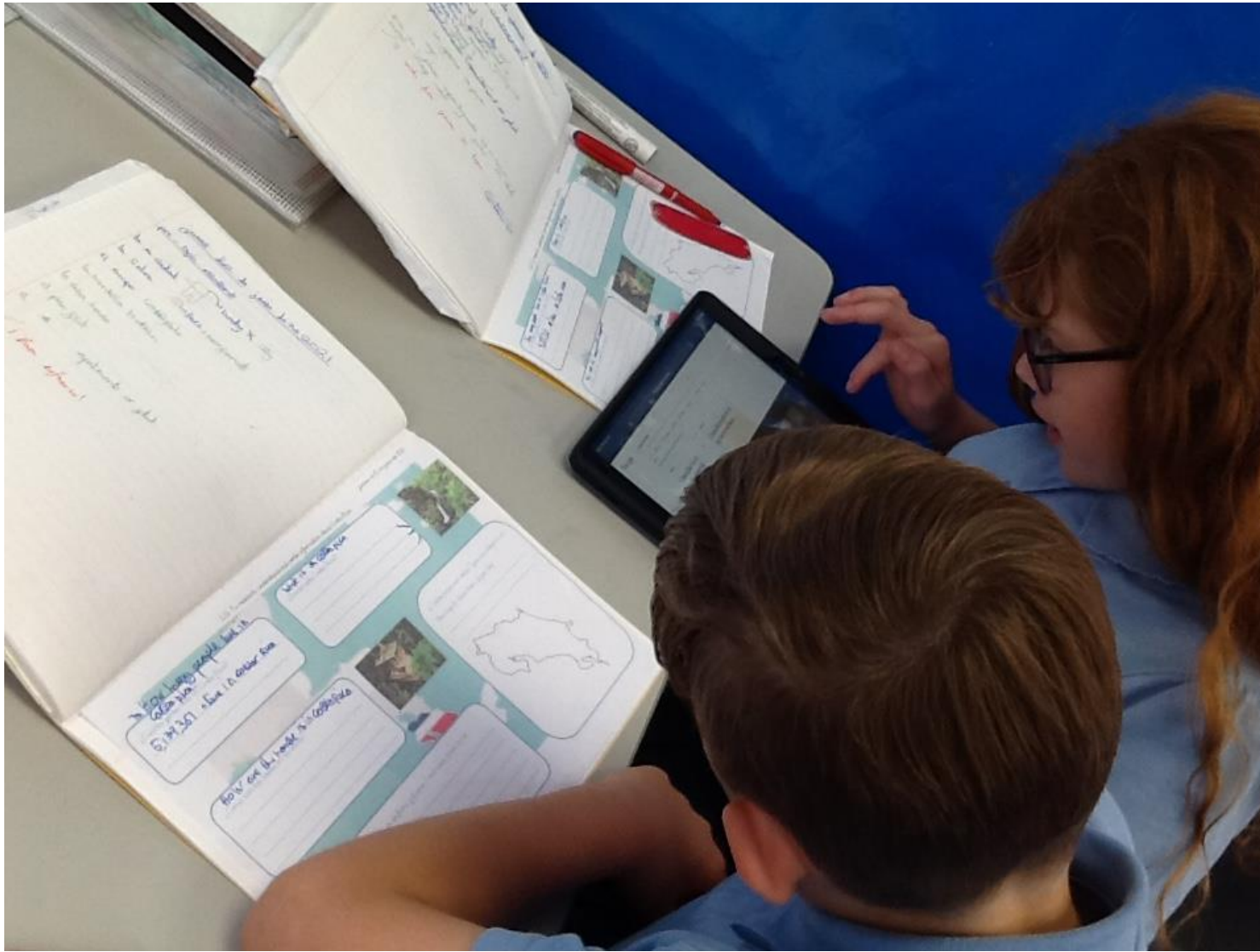
Our Carnival Theme Week allowed the children to enquire about cultures and religions from around the world. They shared their fascination creatively and imaginatively in our carnival parade!



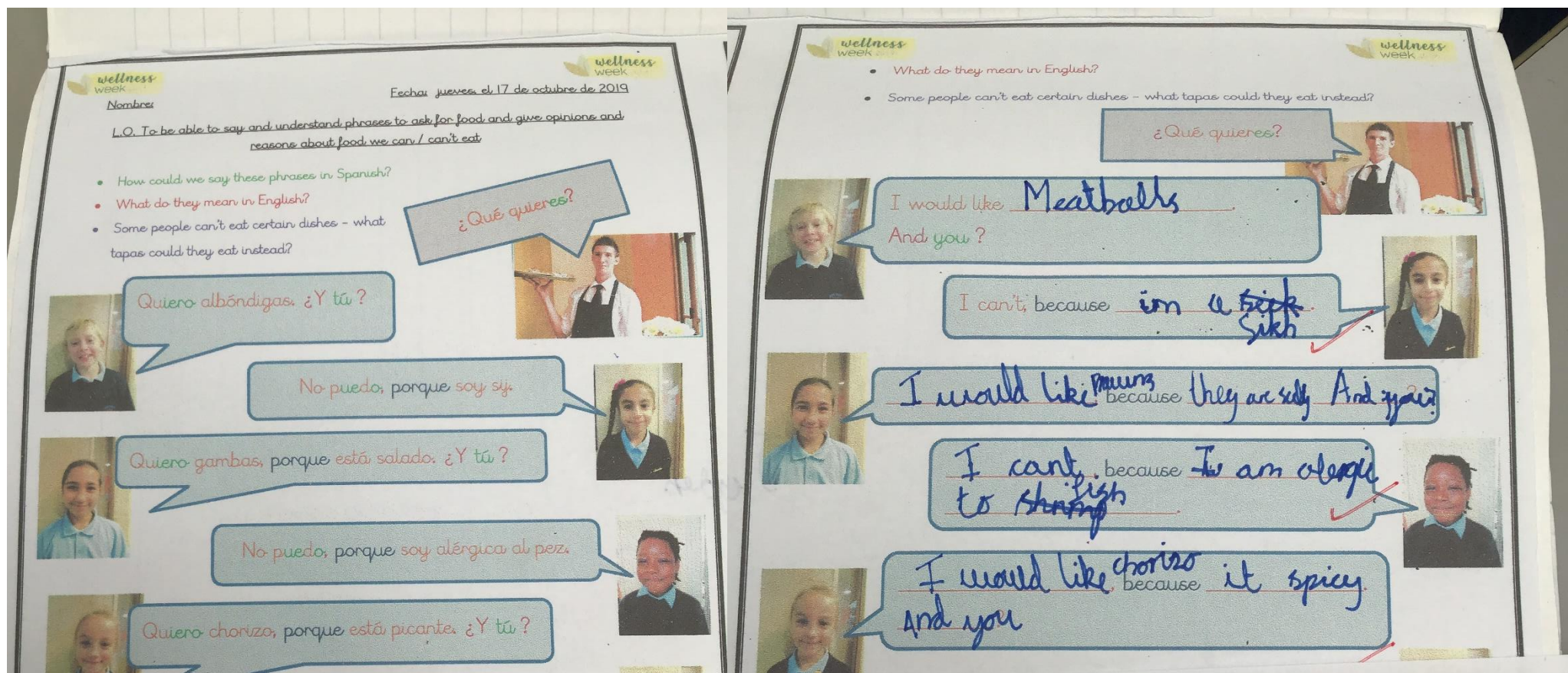
Year 2 had a visit from a local paramedic who shared about his role. The children loved being able to ask their questions to help them understand how good choices now can help them succeed in the future.



Every year, the children develop their entrepreneurial skills as they collaborate to design, create and sell handmade products in our summer fair. This widens their view of what is possible with the right mindset.



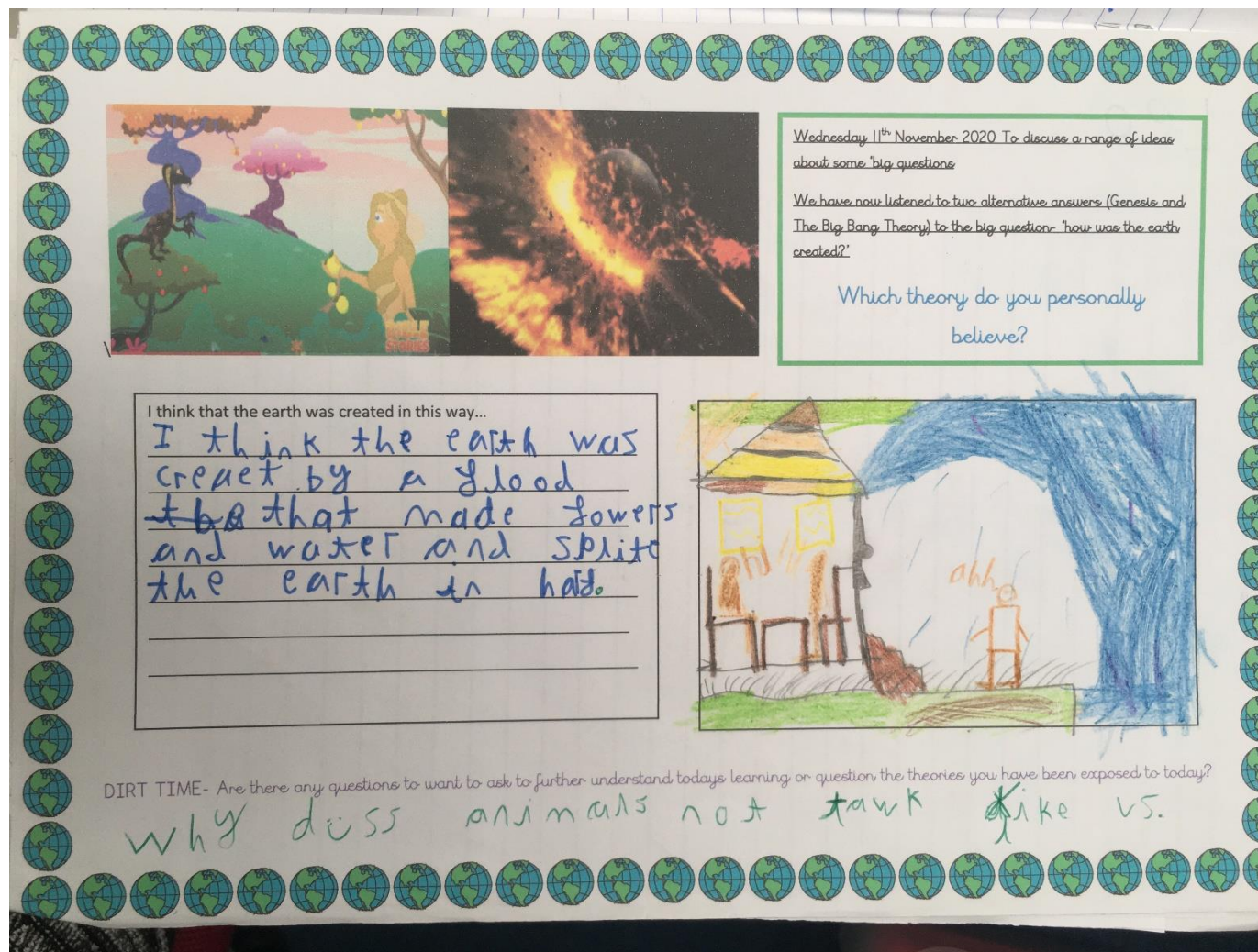
Our topics always give time for the children to explore their own lines of enquiry. They use iPads, laptops and the high quality non-fiction books we have in every classroom to find out more.



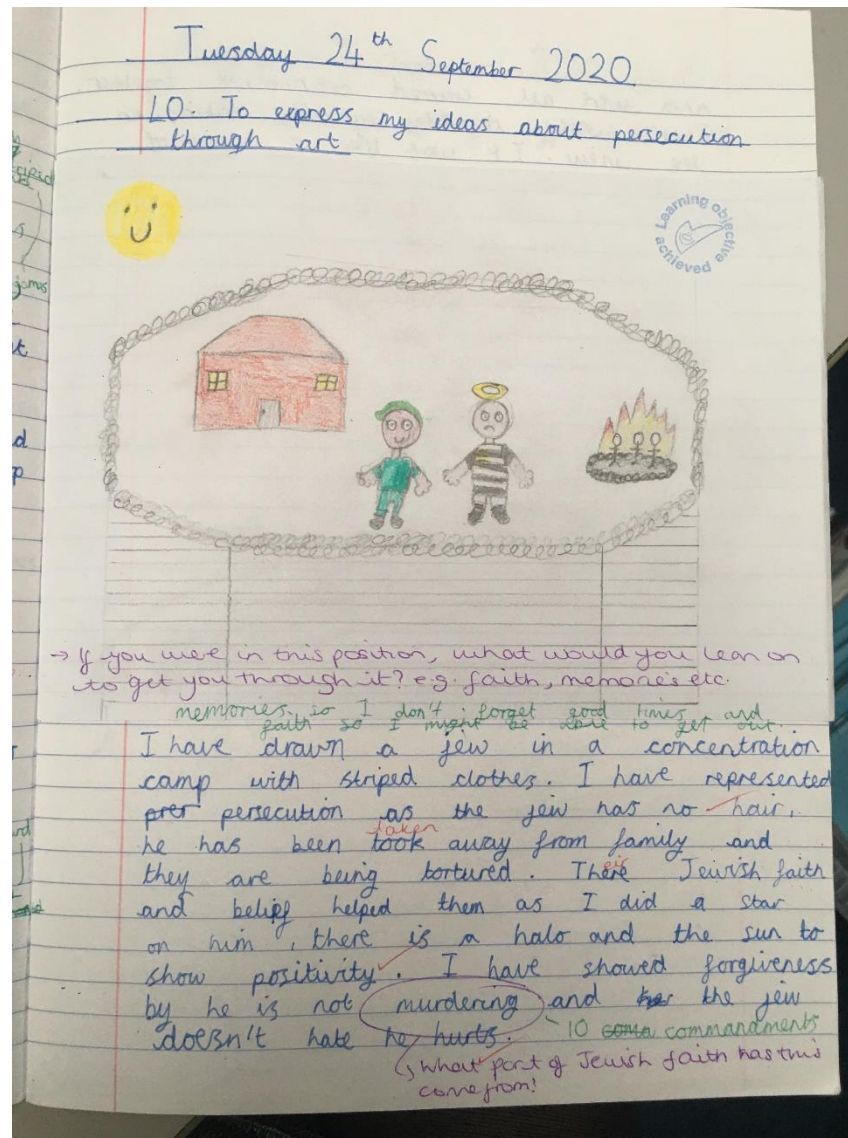
In Spanish, Year 5 developed their enquiry skills as they asked their peers questions about food choices. This activity also promoted respect as they heard each other's religious and non-religious reasons for their diets.



Enquiry is encouraged across the curriculum through developing pupils' use of higher order questioning. In Science, children have used their question mountain on display to support their thinking.



In RE, Year 3 explored different possibilities for the creation of the world. They gained knowledge about the theories of different religions and world views before reflecting on their own perspective.



Year 6 enquired about the persecution of Jews during the Holocaust in RE and responded creatively through art. They reflected on how people's faith and values can shape how they respond to suffering.