

## Curriculum Policy

### Aurora Rowan School

<b>Policy Reference:</b>	<i>RWN4</i>
<b>Version Number:</b>	<i>1</i>
<b>Applies to:</b>	<i>Aurora Rowan School</i>
<b>Associated documents:</b>	<i>Assessment, recording and reporting Policy SEND policy</i>
<b>Approved by:</b>	<i>Headteacher</i>
<b>Implementation date:</b>	<i>September 2024</i>
<b>Next review due by:</b>	<i>September 2026</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

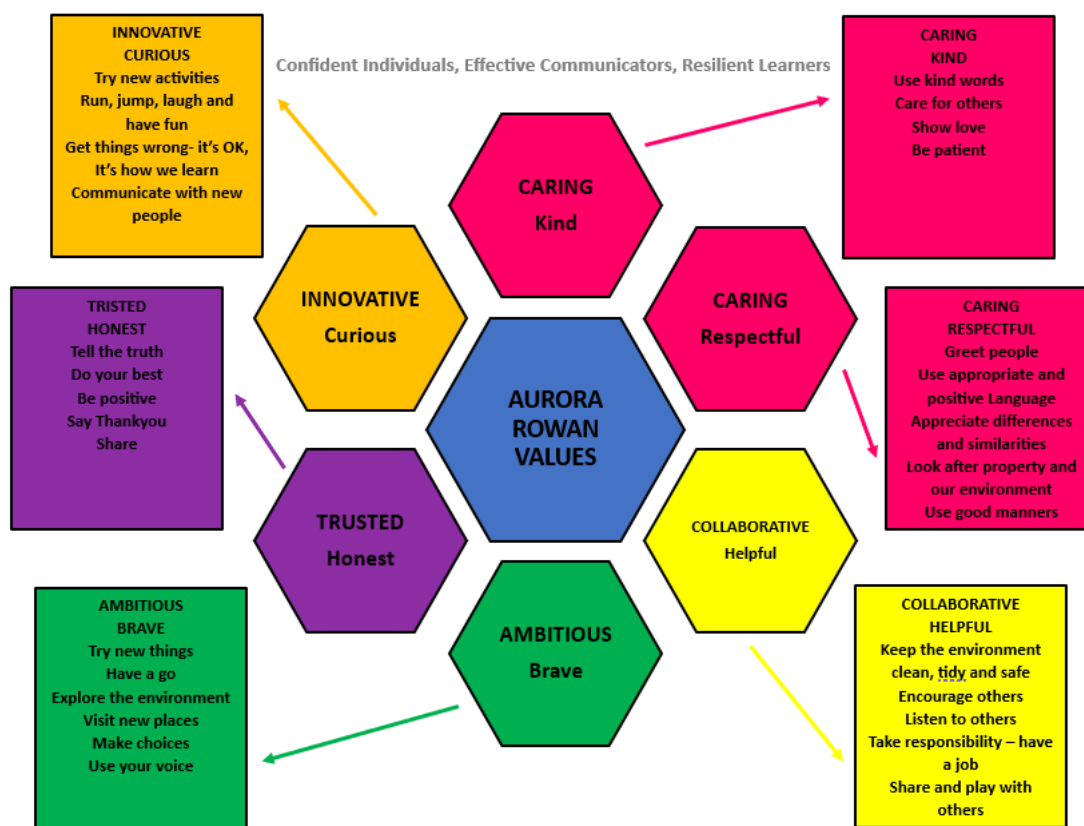
## 1. Aims

This policy aims to provide a rationale for the Aurora Rowan School curriculum, including the curriculum intent, implementation, and impact statements. This policy aims to ensure all those involved in the education of the young people at Aurora Rowan School have a sound understanding of the values and aims underpinning the curriculum ethos at Rowan and the expectations around the teaching and learning for all pupils.

### HOW IS OUR CURRICULUM DESIGNED AND WHY?

Our curriculum offers a broad range of learning experiences and opportunities that allow every pupil to build the confidence, skills and qualities needed to be **Effective Communicators, Successful Individuals and Resilient Learners**.

Our Curriculum holds its foundations in our key values and is values based throughout



## 2. Values based Education at Aurora Rowan School

### What is Values-based Education?

Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic achievement and develops students' social and relationship skills that last throughout their lives.

The positive learning environment is achieved through the positive values modelled by staff throughout the school.

At Aurora Rowan School it is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as

an effective and engaged learner within a calm, caring, happy and purposeful atmosphere. - see Appendix 1 for how VbE is implemented at Aurora Rowan School

## **Values-based Education IS British Values, PSHE and SMSC**

Values-based Education (VbE) is truly transformational, providing a structure for a positive ethos that impacts on the whole school community. It has a direct influence on the entire curriculum, and most specifically on Spiritual, Moral, Social and Cultural (SMSC) development, Personal, Social and Health Education (PSHE), and of course on the teaching of British Values.

## **Values-Based Education and Spiritual, Social, Moral and Cultural Education (SMSC)**

The framework of VbE offers an assured foundation for the Spiritual, Moral, Social and Cultural development of pupils. School assemblies and lessons focus on the values progressively so that pupils deepen and challenge their understanding. Through exploring a selection of positive values in depth, pupils learn what these mean to them and their lives, and what application they have for other people and the wider world. The enactment of these values in shared behaviours, shared language and spiritual reflection across the school enables pupils to develop both their cognitive understanding and their personal 'Inner Curriculum.' Moreover, the practice of VbE infuses the ethos and culture of the school, meaning that a child's entire school experience furthers their spiritual, social, and cultural development- **See Appendix 2**

## **Values-Based Education and Personal, Social and Health Education (PSHE)**

VbE provides a welcome structure for teaching the non-statutory PSHE curriculum at all Key Stages. The exploration of Rowan's values easily facilitates the teaching and learning requirements in this curriculum area. Through considering a range of values, pupils learn about healthy lifestyles, developing relationships and respecting differences between people, playing an active role as citizens, and developing confidence and responsibility to make the most of their talents and skills.

## **Values-Based Education and British Values**

Schools are required to teach pupils about the British Values of:

- Tolerance
- Respect
- Individual Liberty
- The Rule of Law and
- Democracy

British values run through the curriculum with 'pupil voice' at the heart of decision making and planning at Rowan. The VbE curriculum naturally encourages pupils to respect each other and activities such as turn taking, student council developing a sense of advocacy, tolerance, respect, and democracy

The skills and attributes developed through the teaching of values are known to enhance the curriculum and pupils' learning behaviours, and raise attainment, attendance, and pupil wellbeing.

## How VBE supports pupil's Cultural capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their personal life, and the world of work.

Ofsted define cultural capital as...

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.”

At Aurora Rowan School we aim to celebrate achievements, cultural and social history that reflects our school community and the wider world.

### See Cultural capital statement for further detail

More information on how VbE education works can be found in **Appendix 3**

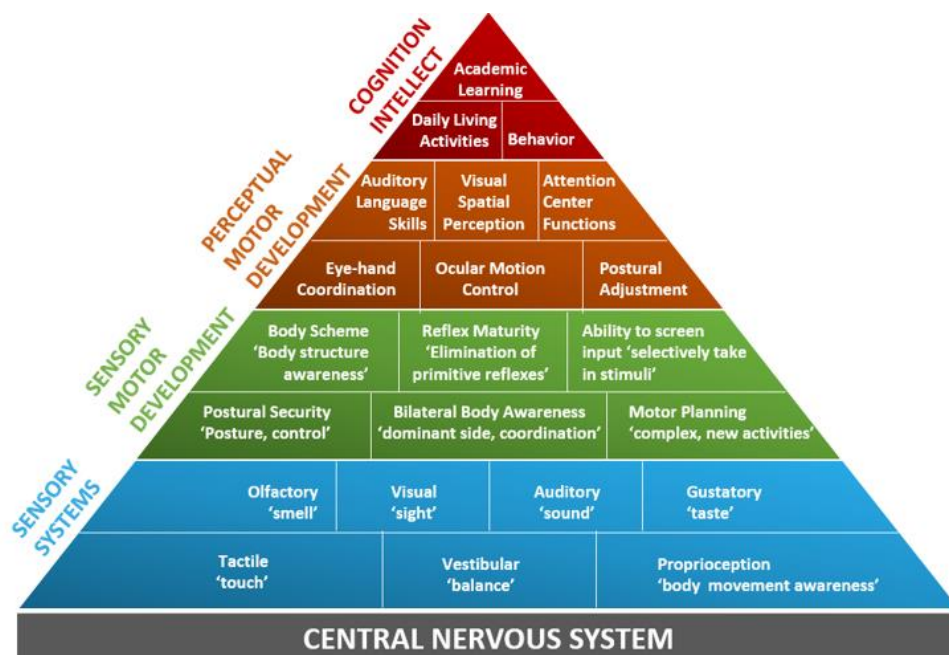
## 3. Intent, Implementation, and Impact

As a school, we aim to: **(INTENT)**

<b>CARING</b>	<ul style="list-style-type: none"> <li>• build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.</li> </ul>
<b>AMBITIOUS</b>	<ul style="list-style-type: none"> <li>• provide a broad and balanced pupil centred curriculum that meets the needs of our incredibly varied learners across the school.</li> <li>• embed key skills in order to prepare children for real-life and everyday situations.</li> <li>• provide opportunities to apply knowledge and learning in practical ways.</li> </ul>
<b>COLLABORATIVE</b>	<ul style="list-style-type: none"> <li>• develop social skills and encourage children to become more active citizens within the school community and beyond.</li> <li>•</li> </ul>
<b>TRUSTED</b>	<ul style="list-style-type: none"> <li>• provide enrichment opportunities where learning and teaching can take place in a variety of ways both within and beyond the classroom.</li> </ul>
<b>INNOVATIVE</b>	<ul style="list-style-type: none"> <li>• provide a creative approach to planning and delivery that will incorporate and embed the most relevant aspects of the National Curriculum.</li> </ul>

When designing an individual curriculum or learning plan for pupils it is important that the readiness to learn or pre learning needs are met. Daily and session structures at Rowan will be based on the Pyramid of Learning, ensuring that pupils sensory, sensory motor, co-ordination and planning needs are met before new learning is undertaken. This will be individual for each pupil and reviewed regularly through multi-disciplinary meetings.

# Aurora



Adapted from Pyramid of Learning (Williams & Shellenberger, 1-4)

Our curriculum is underpinned by three main curriculum drivers. We aim for all of our pupils to leave Aurora Rowan School as:

- **Effective Communicators**
- **Successful Individuals**
- **Resilient Learners**

In order to provide a broad, balanced curriculum and accommodate a creative approach to teaching and learning, five key strands underpin our curriculum pathways: -

- **Communication and English:** to develop the process of the interchange of thoughts, opinions, or information by speech, writing or signs.
- **Independence and Learning:** to acquire and process knowledge and understanding through thought, experiences, and the senses.
- **Outdoor School/ Community:** to feel part of the school and local community in terms of where pupils go, what they do and who they see. To make independent choices and have an impact on the World around them.
- **Physical Well-Being:** to establish a balance of physical, social, emotional, intellectual, spiritual, environmental, and occupational well-being.
- **Play and Leisure:** to develop the key skills associated with play, imagination, and fun.

These aims will be supported through: **(Implementation)**

- **Pathway progression routes**
- **Structured teaching techniques**
- **Varied and in school and community-based activities**
- **Robust quality assurance of teaching and learning practice**

## Pathway Progression Routes

At Aurora Rowan School we recognise that pupils will enter school with a range of skills and experience and therefore have designed 3 curriculum pathways to ensure pupils

have access to a curriculum most suitable to their needs, skills, and long-term goals (preparing for adulthood outcomes)

The Pathways reflect pupils:

- age
- long term aims (preparing for adulthood targets)
- past learning experiences and needs

## Our Pathways

- **Engage** – Pupils who benefit from an informal curriculum based on engaging with the world around them both at school and in the community. Promoting development in the 7 areas of engagement
- **Explore**- Pupils who benefit from a semi-formal curriculum based on exploring the world through a variety of school and community-based learning. Pupils will be working consistently within the Pre-Key stage or early stages of the SLD curriculum.
- **Discover** – pupils who benefit from a more formalised curriculum allowing them to discover the world around them through school based and community learning, that embeds National Curriculum subjects into weekly timetables.

## Curriculum Pathway Subject breakdown

Focus Value	Caring Kind		Caring Respectful		Ambitious Brave		Collaborative Helpful		Trusted Honest		Innovative Curious	
	Pathway 1 Engage			Pathway 2 Explore			Pathway 3 Discover					
Curriculum Drivers	Confident individuals	Successful communicators	Resilient Learners	Confident individuals	Successful communicators	Resilient Learners	Confident individuals	Successful communicators	Resilient Learners			
Rowan School Curriculum headers	Communication and English (C)	Outdoor School and Community (OSC)	Play and Leisure (PL)	Communication and English (C)	Outdoor School and Community (OSC)	Play and Leisure (PL)	Communication and English (C)	Outdoor School and Community (OSC)	Play and Leisure (PL)	Independence and Learning (IL)	Physical Well-Being (PWB)	
Core curriculum areas	My Communication (C)	My Outdoor School (OSC)		Communication (C)	Thinking and Problem solving (IL)	Play and Leisure (PL)	English (C)	Mathematics (IC)	Physical Well-Being (PWB)			
	My Sensory Play (PL)	My Physical Well-Being (PWB)		Music (PL)	Dance (PL)	Art (PL)	Play and Leisure (PL)	Independence (IC)	Outdoor Schooling (OSC)			
	My Creativity (PL/C)	My Independence (IL)		The World around me (IL)	Relationships and sex education (PWB)	Outdoor School (OSC)		The World Around us (IL)				
				Independence (IL)	Drama (C)	Physical Well-Being (PWB)						
Specific areas (taught through curriculum topics)	Careers, Enterprise, and Preparing for Adulthood											
								English (inc Drama) (C)	Maths (IL)	Science (IL)		
								Humanities (IL)	Personal, social ,Health and Citizenship (PWB)	Computing (IL)		
								Relationship and Sex education (PWB)	Physical Education (PWB)	Religious Education (OSC)		
							Art and Design (PL)	Design Technology (IL)	Music (PL)			

## Structured teaching techniques

The teaching and support staff will be trained in Autism centred teaching techniques appropriate for the individual pupils in their classes. This will include, but not be limited to:

- Structured teaching (NAS SPELL Framework)
- Attention Autism
- Colourful semantics

- Individual Speech and Language programmes such as visuals, PECS, Prompted communication, AAC

## Varied and in school and community-based activities

The school week at Aurora Rowan School will consist of structured class-based sessions, Individual intervention and therapeutic based sessions, community learning, forest and outdoor learning sessions and activities that promote physical wellness.

## Robust quality assurance of teaching and learning practice

- Planned and unplanned lesson observations
- Planning groups
- Internal QIL visits
- Yearly review of Curriculum offers
- Paired teaching and learning buddies
- External moderation partnerships with a local SEN school

Pupils are taught through a range of interesting and diverse topics over a 3-year rolling programme. This ensures key skills are revisited, giving pupils the opportunity to learn, practice and embed their knowledge and understanding, generalising their skills into all areas of their lives.

Focus Value	Autumn 1 Caring Kind	Autumn 2 Caring Respectful	Spring 1 Ambitious Brave	Spring 2 Collaborative Helpful	Summer 1 Trusted Honest	Summer 2 Innovative Curious
Lower Primary	Autumn		Spring		Summer	
Year A	Amazing Me		Secret Garden		Ready, Steady Go	
Year B	Messy Mixtures		Fun on the Farm		Colour Magic	
Year C	Wild, Weird and Wonderful		Once upon a Time		Heads, shoulders, knees, and Toes	
Upper Primary	Autumn		Spring		Summer	
Year A	Incredible me		Danger!		Space	
Year B	Survival of the fittest		Inventors Shed		Planting a rainbow	
Year C	Sing, Sparkle, Shine		Batteries not included		Ahoy there	
Lower Secondary	Autumn		Spring		Summer	
Year A	Fun, Fun, Fun		Way back when..!		Yo, Ho, Ho	
Year B	Where I belong		Around the world		Down at the bottom of the garden	
Year C	Made in Reading		Zoom!		Rumble in the Jungle	
Upper secondary	Autumn		Spring		Summer	
Year A	Interesting me		Living the dream		Houses and Homes	
Year B	What do you do?		Leisure and Life		From farm to Fork	
Year C	People in the community		Healthy Me		Reading Steady Cook	

## Pupil progress (IMPACT)

Pupils progress is monitored and recorded through a variety of means at Aurora Rowan School Rowan, the full details of which can be found in the Assessment, Reporting and Recording Policy.

Pupil progress and outcomes will be discussed regularly through

- IEP setting and review meetings
- EHCP/ Annual review Meetings
- Termly Therapy reviews

- Termly curriculum and intervention review meetings
- Daily marking and feedback from class staff
- Attendance data
- Termly incident and Pastoral record reviews
- Progress recorded through Schools MIS

A Team around the pupil meeting will be held each term to review progress holistically in all areas listed above. The progress and next steps will be reviewed and recorded in each pupil’s Individual Learning Journey and shared with parents, carers and stakeholders.

<b>My Well Being</b> Rag rating   Comments Baseline After 1 year After 2 years After 3 years After 4 years After 5 years Current focus or Target		<b>This is Me</b> Name - DOB- Start date- Class Group- My story prior to starting at Aurora Rowan School   My current situation at Aurora Rowan School		<b>My Voice – How I feel I am doing/ what I would like to do next?</b> Rag rating   Comments Baseline After 1 year After 2 years After 3 years After 4 years After 5 years Current focus or Target	
<b>My Long-term Outcomes – EHCP</b> Baseline   After Year 1   After Year 2   After Year 3   After Year 4   After Year 5 Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Sensory and Physical Current focus or Target		<b>My Communication Journey</b> Baseline   Comments After 1 year After 2 years After 3 years After 4 years After 5 years Current focus or target		<b>My parents Carers – How do they feel I am doing/ what would they like me to focus on next?</b> Rag rating   Comments Baseline After 1 year After 3 years After 4 years After 5 years Current focus or Target	
<b>My Therapy needs</b> Rag rating   Comments Baseline After 1 year After 2 years After 3 years After 4 years After 5 years Current focus or Target		<b>My Pastoral/ behavioural needs</b> Baseline   Comments After 1 year   Incident   BP1 After 2 years After 3 years After 4 years After 5 years Current focus or Target		<b>My Social Care needs</b> Input from social care   Current residential status Baseline After 1 year After 2 years After 3 years After 4 years After 5 years Current focus or target	
<b>Preparing for Adulthood (PFA)</b> Employment Independent Living Friends, relationships, and community Good Health (and wellbeing) Current focus or target		<b>What the professionals involved in my life are saying</b> Comments My teacher My support staff My Social Worker My Care Worker My virtual school			

## 4. Waking Day (Residential) curriculum.

Children who are registered as Residential pupils will be supported through a 24-hour waking day curriculum which will enhance and generalising the skills taught during the school day.

The residential curriculum will focus on emotional, intellectual, social, creative, and physical experiences appropriate to the age and ability of the individual pupil in residence. Planned activities both before and after school will support the goals identified in the EHCP plan and support the preparation for adulthood objectives of Employment, Independent Living, Friends, relationships and community and good health and wellbeing. Pupils may also have additional goals identified in the health and care plans.

Each residential pupil’s placement plan will feed into the termly review schedule and the outcomes identified for the following term detailed in the preparing for adulthood goals in their individual learning records.

The residential manager and key staff will attend the team around the pupil meetings each term where progress and goals are discussed and documented.

## 5. Legislation and statutory requirements

This policy takes into consideration the expectations for the following guidance and National policies:

- Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities -January 2015
- National Curriculum for England and Wales -July 2014
- Pre-key stage 1: pupils working below the national curriculum assessment standard Teacher assessment framework- DFE October 2022
- Rochford review -October 2016
- National Minimum Standards for residential special schools -September 2022
- Independent School standards – April 2019

## 6. Monitoring arrangements

This policy will be renewed Biennial by the Curriculum and Service Lead.

## Appendix 1

### Implementing the Values-based Education Programme at Aurora Rowan School

Values are introduced in assembly each half term and revised during weekly celebration sessions, to help children become familiar with the language and ideas.

The values are displayed and repeated throughout the half term, with a weekly focus introduced during greeting sessions. Values are displayed in both written and symbol form around the school.

The Value of the half term is displayed in reception and visitors greeted with the value of the week

Pupils will learn value through explicit teaching sessions, embedded practice in all of their curriculum experiences and modelled staff behaviours.

We aim for a calm, reflective atmosphere which facilitates contemplation. Then the children get to know themselves better and develop a sense of responsibility for their own lives and happiness.

Opportunities are taken to discuss values throughout the curriculum.

As teachers, we try to live the values: we teach best by being role models.

#### **Opportunities for targeted values input (not limited)**

<b>Daily</b>	<b>Weekly</b>	<b>Termly</b>
Morning and afternoon Greeting sessions	Assembly	Celebration days (sports day, summer fair, winter art show, Autism week etc)
Daily reward	Celebration sessions	Cultural days/ weeks
Snack time	Forest school	Family events
Play	PSHE lessons	
Leisure sessions	Therapy sessions	
Daily parent communications		
Therapy sessions		

## Appendix 2

### Embedding Values through SMSC

Spiritual, social, moral, and cultural values are taught in assemblies and in discreet lessons but also permeate the whole of the curriculum.

<b>Spiritual Values- Curriculum Opportunities</b>				
<b>English/ Communication</b>	Stories and poetry that explores human experience.	Use of stillness and imagination in drama and other subjects to develop inner awareness. Mindfulness sessions	Expressing feeling and emotions through verbal and written communication, knowing that words can influence feelings.	Stories and Poems about faith.
<b>Mathematics</b>	Enjoyment of and fascination by numbers	Reflecting and engage with pattern and order	Exploring the relationship of numbers, shape, and objects	Sense of achievement and self-worth at appropriate levels of understanding.
<b>Science</b>	Using the school grounds for engagement and reflection on relationships between people and their environment.	Reflecting on the mystery of the natural world and physical worth, life cycles and growth.	Awareness of physical self as wonderful.	
<b>Design Technology</b>	Sense of worth in human potential and achievement.	Designing cards for religious festivals.	Making holy books and other artefacts/special objects pleasure in physical constructions.	Art in design- wonder of the world
<b>Computing</b>	Connectedness with people all over the world through the internet.	Using programmes to create poems and pictures.	Becoming independent and developing self-reliance.	
<b>Humanities- History</b>	Ideas of change and development and re-creation	Understanding the importance of tradition to a community.	Sense of time and awareness of personal place within it.	
<b>Humanities- Geography</b>	How things came about, and a sense of wonder at the earth's variety and order.	Developing self-awareness and relationships with other cultures and environments.	Appreciation of natural features e.g. lakes, woods.	
<b>Art</b>	Idea of beauty in art.	Appreciation of colour, shape, and texture.	Religious and spiritual ideas expressed in, e.g. stained-glass windows.	Art as a means of expressing feelings, imagination, and expressive thought
<b>Music</b>	Making music by singing together, songs and hymns with instruments.	Listening to specific chosen pieces, and why people write music, e.g. Hallelujah chorus, Waka, Waka Its time for Africa	Identifying feelings and emotions associated with different types of music.	Using music as a background to times of quiet and reflection to develop awareness of the inner self.
<b>Religious Education</b>	Knowledge of religious reflection, humanist ideas, and spiritual practices, e.g. worship.	Providing opportunities for experiencing space and silence to allow skills in reflection and awareness to develop.	Meeting others who belong to other traditions.	Providing opportunities for experiencing awe, wonder and transcendence.
<b>Physical Education</b>	Spiritual awareness of body, its beauty and potential through activity and observation.	Movement to express feelings and emotions including dancing for joy.	Developing inner determination to do one's best and recognise and develop one's inner potential and strength.	

<b>Social Values- Curriculum Opportunities</b>				
<b>English/ Communication</b>	Circle time skills in speaking and listening. Social interaction through play.	Writing for and communicating with an audience.	Group drama work, reading and discussion of social issues in literature.	Stories to create awareness of a variety of life experiences, e.g. deafness.
<b>Mathematics</b>	Maths games for social interaction, taking turns and sharing.	Working in pairs and groups to gather information and solve problems.	Recognising maths skills as a tool for society.	
<b>Science</b>	Investigation in groups, sharing skills and expertise.	Science as a cooperative activity requiring communication and interaction.	Science related to issues in society, e.g. alcohol abuse	
<b>Design Technology</b>	Designing with others.	Using technology to benefit others, e.g. hearing aids, wheelchairs, AAC.		
<b>Computing</b>	Working co-operatively.	Using data-handling skills to promote understanding of social issues.	Poster design for e-safety	
<b>Humanities History</b>	Exploring structures of society, including institutions, e.g. hospitals, hospices, workhouses.	Looking at children past and present.	Understanding the influence of the past on the development of society today.	
<b>Humanities Geography</b>	Local studies to raise awareness of different homes, communities, and family groupings.	Local amenities: who are they for?	Human influence on the landscape/local economy.	Group fieldwork opportunities
<b>Art</b>	Art as a means of learning about people and society.	Group collage.		
<b>Music</b>	Taking part in performances.	Collaborative work and sharing resources	Group singing and composition	
<b>Religious Education</b>	Knowing about and understanding the importance of family and traditions within religious faiths and social groups.	Study of ideas of community in humanism religions.	Researching charities and other religious and non-religious forms of social caring and responsibility.	
<b>Physical Education</b>	Participation in traditional and creative dance and pair and group work in gymnastics.	Enjoyment of team games, showing co-operation, respect for others and their needs.		

<b>Moral Values- Curriculum Opportunities</b>				
<b>English/ Communication</b>	Discussion of right and wrong – moral issues exemplified in children’s literature.	Skills of listening. Thinking about why questions	Circle time discussion of behaviour and relationships.	Dramatising situations which raise moral questions
<b>Mathematics</b>	Encouraging a sense of personal responsibility for their own learning in class, the community and home.	Encouraging honesty, not cheating.	Awareness of manipulation of data statistics.	
<b>Science</b>	Thinking about experiments and investigations and their outcomes for humans.	Caring for living things.	Discussing issues raised by scientific discovery and progress, e.g. genetic engineering	
<b>Design Technology</b>	Learning co-operation with others through activities.	Technology as helpful and constructive as well as potentially destructive.		
<b>Computing</b>	Independent working to develop a sense of integrity and trustworthiness.	Discussion of moral issues, e.g. correct information, pornography.		
<b>Humanities History</b>	Developing awareness of local, national and world issues.	Encounter with ideas and encouragement to think through a moral stance on issues, e.g. war and peace.		
<b>Humanities Geography</b>	Developing moral responsibility to care for the environment.	Awareness of human exploitation. Poverty amid affluence.- charity days	Awareness of misuse of earth’s resources and human responses, e.g. recycling.	
<b>Art</b>	Interpreting pictures which put a moral point of view.			
<b>Music</b>	Appreciation of music and respecting the ideas and judgements of others.	Learning about and from the lives of composers.		
<b>Religious Education</b>	Stories with a moral message from other world religions.	Ideas of right and wrong behaviour in world religions.	Individual and corporate responsibility within religious and other communities.	Developing skills of listening, respecting, and evaluative judging.
<b>Physical Education</b>	Taking part in team games and obeying rules.	Awareness of others’ needs, particularly physical.	Encouragement to cheer, celebrate achievement and shake hands at the end of a game.	Developing a sense of fair play, not hurting anyone.

Cultural Values- Curriculum Opportunities				
<b>English/ Communication</b>	Stories and literature form other cultures.	Awareness of issues such as stereotyping and equal opportunities in literature.	Language and meanings in different cultures.	
<b>Mathematics</b>	Creating Islamic patterns, rangoli patterns and using Roman numerals.	Careful choice of resources and examples to include references to other cultures.	Counting in a different language.	
<b>Science</b>	Differences and similarities between groups of humans.	Animals from different countries.	Role of science in different cultures and religions.	Scientific development in relation to others – water supplies, new varieties of flowers and food crops
<b>Design Technology</b>	The effectiveness of very simple technology in some cultures.	Instruments from different countries, e.g. cooking utensils.	Designs for different climates, e.g. sun hats.	
<b>Computing</b>	Assessing information about cultures via the internet	Direct contact with children in other cultures through internet.	Sensory experiences through music from around the world	Recorded sounds from varying cultures
<b>Humanities History</b>	The story of development of other cultures.	Stories of religious leaders and their influence on cultures, both positive and negative.	History of contribution of other cultures to science and maths.	
<b>Humanities Geography</b>	Study of people – especially children living in different countries and comparison with own cultural context.	Developing an awareness and appreciation of different styles of everyday life.	The influence of environment on societies.	
<b>Art</b>	Pictures from different cultures, e.g. African art.	Visiting galleries and exhibitions to view art from different cultures.	Art as an expression of culture, e.g. Nativity pictures on Nativity cards	
<b>Music</b>	Music from different cultures, e.g. Calypso songs.	Listening to and using instruments from other cultures		
<b>Religious Education</b>	The study of different religions as part of a cultural tradition.	Meeting people from a variety of faiths and cultures and visiting places of worship.	Exploring how religious and humanist ideas are expressed in different cultures, e.g. food, dress, festivals.	
<b>Physical Education</b>	Dance as an expression of culture, e.g. Indian folk.			

## **Appendix 3**

### **Values-based Education works through:**

#### **Values Consciousness**

Teachers think more deeply about their teaching and the values that they model both in and outside of the classroom. Pupils and parents report how a values consciousness impact on their behaviour and actions, which become more altruistic.

#### **Wellbeing**

In thinking about and enacting values, pupils develop self-worth, empathy, and responsible personal behaviour. Evidence shows that Values-based Education has an incredibly positive effect on pupils who are 'at risk,' marginalised or disadvantaged. There is compelling evidence that the impact of wellbeing is experienced by teachers, parents, and families, in classrooms and across whole schools.

#### **Agency**

Agency is the capacity of individuals to be self-led, to act independently, to make choices and act on them. The evidence shows that Values-based Education strengthens pupil agency when it involves various forms of giving, outreach and working in the community. For instance, through values action projects that allow students to enact their values in a way that is personal, real, and deeply engaging.

#### **Connectedness**

Values-based Education builds positive and wide-ranging connections between teachers, pupils, and parents. It supports pupil engagement in learning, improves parent engagement in their children's learning and allows teachers to develop new relationships with their pupils, each other and the parents and families in their school community. This is done through shared goals and practices in Values-based Education, which leads to the development of mutual feelings of respect, trust and safety, and varied opportunities for collaboration. The research findings show that the values lead to improved behaviour in the classroom, school, and home.

#### **Transformation**

Change and transformation are at the heart of Values-based Education and is the result of teachers and pupils being urged to engage in continuous reflection on the actions they implemented in their schools. Key changes are seen in professional practice as well as personal attitudes, behaviours, relationships, and group dynamics. Transformations are experienced and observed by teachers, pupils, and parents alike. The data points to profound transformations in pupil learning. Pupils develop deeper understanding of complex issues and how these pertain to their own lives. Pupils and parents experience personal change and report changes seen in others.

## Achievement

As a result of the above, schools report improvements in a wide range of individual achievement and academic attainment. Pupils report a deeper engagement in and connection to their learning and demonstrate an understanding of the responsibilities this entails for themselves and others.

## Pupils' Needs

In order for the school's purpose to be effective and for the values to be meaningful to the pupils, the staff understand that the basic needs of children are:

- To be loved.
- To feel secure and know clearly what is expected of them.
- To be valued.
- To have a balance of activities – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help to develop relationships.
- To develop self-awareness and a knowledge of the world outside of themselves.
- To have creative experiences, including external exploration and internal reflection.
- To be fully involved in the process of education.

## Teacher Behaviour

In order to try to meet the needs of children, staff try always to be consistent in their own behaviour and in their expectations of the children. They:

- Value all the children.
- Display great patience and listen carefully to children.
- Focus on and emphasise the positive.
- Face reality and help pupils to come to terms with difficult issues as they arise, such as death.
- Only disapprove of poor behaviour, never the child.
- Try to make time for one another.
- Are mutually supportive.
- Speak quietly and avoid shouting.
- Are valued by the governors and the community.
- Have a good sense of humour.
- Communicate with parents to ensure that they appreciate the school's values and to ensure that there is a common understanding.

## Pupil skills

Throughout the school the development of the following skills which contribute to reflective thinking about values are encouraged:

- Displaying helpful politeness and good manners to everyone in school.
- Communicating politely to others.
- Listening carefully to and thinking about what others are saying.
- Reflection.

- Empathy and tolerance.
- Using imagination.
- Visualisation techniques.
- Stillness.
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through self-regulation activities, discussion, understanding and practise.
- Communicating thoughts clearly in order to enhance communication skills.
- Walking quietly about the school building.
- Developing positive attitudes to work and play.
- Accepting personal responsibility for actions.
- Care and respect of other people's property.

### **Activities that promote Reflective Thinking**

Teachers are especially mindful of the activities that promote positive thinking and incorporate these into their teaching as much as possible. These include:

- Creating a peaceful climate in the classroom and on the school site.
- Taking children to beautiful places to experience peaceful places and encourage them to value them.
- Pupils setting their own targets for their work and behaviour.
- Pupils involved in the assessment of their own work.
- Giving opportunities for decision making.
- School's behaviour policy that clearly defines how the school puts emphasis on behaving well and positive thinking.
- Giving time in class for pupil to respond to some of the basic needs within us: friendship, love co-operation, to clarify their understanding of values.
- Allowing children to sit and work in silence to think through their own thoughts.
- Helping children to be relaxed and unstressed but focussed on their activities.
- Including visualisation as a teaching technique to help in the development of imagination and memory.
- Opportunity for role-play so that skills associated with negotiation, co-operation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.