



## **Cultural Development at Peters Hill**

### **Intent Statement**

We want all children to understand and demonstrate our underlying principles of Ambition, Belief, Compassion, Pride and Respect. We want our curriculum to enable children to become successful, confident, motivated and responsible individuals with a wealth of knowledge about the world around them. We want all children to develop their full potential in a structured, caring and purposeful learning environment. We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen pathways.

### **At Peters Hill Primary School the curriculum is designed to:**

- Recognise all pupils as individuals and encourage positive self-worth and self-esteem.
- Promote curiosity, enthusiasm and engagement through a range of topics and themes.
- Encourage resilience and confidence to face challenges and tackle problems.
- Foster logical, creative and deep thinking to solve challenges and problems.
- Develop Independence and promote responsibility for learning.
- Nurture respect for others and value differences within our school community.
- Grow an awareness of civic responsibility and global citizenship.
- Develop a strong awareness of prior learning and the links that exist to new knowledge.
- Develop new learning and understand the impact on ourselves, the school and the wider community.

At Peters Hill we are passionate about the whole child and their holistic education from nursery to year six. Our aim is for children to leave Peters Hill with a secure spiritual, moral, social and cultural understanding of the world around them and their place within it. Ofsted puts SMSC 'at the heart' of school development. Here at Peters Hill, we encourage children to think about the kind of people they aspire to be, and we are constantly evaluating and developing the kind of education we aspire to provide so that our pupils are given the highest quality education.

### **Cultural development is defined as:**

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

SMSC is the umbrella of personal development. Cultural development is underpinned through our global learning curriculum. Global learning is a wider educational discipline that asks students to engage with global knowledge through activities that help develop their skills of communication, consider their values to respect diversity and learn about the world in relation to themselves. Teachers will endeavour to embed global learning into teaching across the curriculum.

We achieve this through the opportunities we provide for all our pupils. Throughout their time here, children in KS2 will visit Birmingham Repertory Theatre each year and EYFS and KS1 will have a theatre company visit them in school. Each year group visits somewhere off-site as part of their topic for example year one visit Hartlebury museum, year three visit Birmingham Think Tank, year four visit Blists Hill Victorian Town and year six visit Wookey Hole. Years four and six have the opportunity to experience a residential for three days. Year four visit Pioneer Active Centres and year six go to London and experience the heart of our capital. We have a Globetrotters club, Eco council club, Rights Respecting Club and a school council. Through these experiences in and out of school, children will develop empathy, deepen their spirituality and connect with other children within their community. Other ways we achieve this are:

Experiences all pupils will receive at Peters Hill

Annual visit to Birmingham REP  
Educational visits offsite  
Sports competitions  
Offsite competitions such as Maths and Reading  
Residentials  
Experience live music  
Play, learn and perform a musical instrument  
Read a story from another culture  
Learn about a topic from another culture through geography  
Each year group will have a chosen charity to learn about and take part in fundraising  
Be involved in a charitable event  
Take part in an enterprise event  
Be involved with a cross-phase link through our secondary school experiences  
Curriculum enhancements through topic touchdowns and guest speakers in assemblies  
Take part in a year group performance to parents and other children  
Experience learning outside of the classroom in our Forest School  
Study their local area through history and geography topics  
E-safety units in PSHE  
Challenge stereotypes and learn about diversity through our PSHE lessons which follow the SEAL curriculum  
Take part in global awareness days  
Be involved with anti-bullying weeks, no pens Wednesday and health weeks throughout the year  
Learn to cook  
Learn to swim  
Volunteer to work with children in other year groups through our reading buddy system, peer supporters and anti-bullying ambassadors  
Volunteer to help children in reception through our whole school reward system

Cultural Development is embedded through each of our topics:

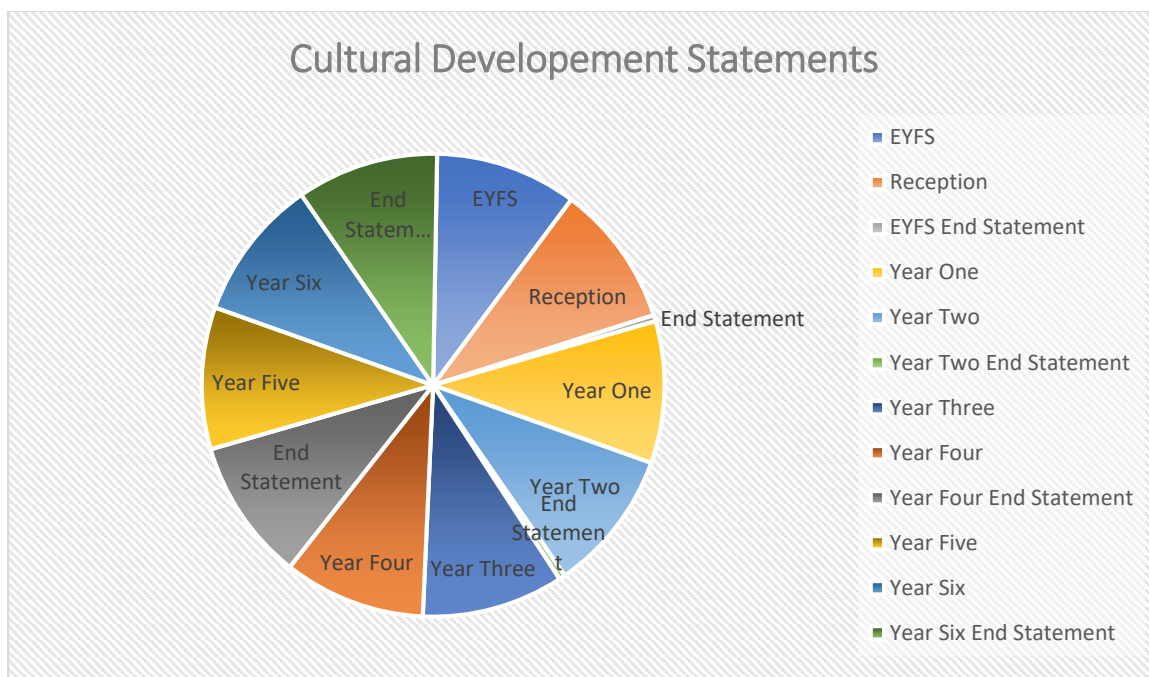
	EYFS	Year one	Year two	Year three	Year four	Year five	Year six
<b>Global goals</b>	Rights of the child	8 and 15 4 and 10	1 and 4 6 and 11	11 and 15 6 and 13	7 and 13 14 and 15	7 and 14 13 and 16	5 and 11 15 and 17
<b>Area of curriculum</b>	<u>Geography:</u> homes around the world <u>PSHE:</u> classroom rules and class charter. Relationships with people around me and friendships, and taking care of myself and my environment.	<u>Geography:</u> Scilly and UK and My School. <u>PSHE:</u> my rights and comparison of our school with another school around the world. Understanding the needs of myself and living things around me. <u>English with stories from other cultures:</u> <i>Handa's Hen and Bringing the Rain to Kapiti Plain</i>	<u>Geography:</u> Serrekunda unit in The Gambia. <u>PSHE and Community:</u> Project Gambia charity link. Homes, routines and schools around the world. <u>English with stories from other cultures:</u> <i>Lila and the Secret of Rain and Grandpa's Island</i>	<u>Geography:</u> East Anglia unit and water cycle unit <u>PSHE:</u> rights of children in school and around the world. Knowing about jobs in school and at home, and understanding the role of a local council. <u>English with stories from other cultures:</u> <i>The Great Kapok Tree</i>	<u>Geography:</u> Galapagos island and plastic pollution <u>PSHE:</u> carbon footprint, climate change and the role of parliament. <u>English with stories from other cultures:</u> <i>The Firework Maker's Daughter and Emil and the Detectives</i>	<u>Geography:</u> information systems and renewable energy. <u>PSHE:</u> debating and democracy within the local community and wider world. <u>English with stories from other cultures:</u> <i>The Butterfly Lion</i>	<u>Geography:</u> globally significant places <u>PSHE:</u> choices and changing, democracy and parliament. Understanding climate change, sustainability and responsibility. <u>English with stories from other cultures:</u> <i>Journey to Jo'Burg</i>

Whole school days 2019/20

Stour Valley and Peters Hill conferences – plastic pollution, global goals awareness, and a mini parliament event. Children from each year group will meet together, spend half the day working on each of the topics and then feedback to class to spend the afternoon working in class.

2020 Olympics focus on Japan. Team up with AN for Sports Premium

We evaluate children's understanding of global learning and their cultural development at Peters Hill through statements at the end of EYFS, year two, year four and year six.



### EYFS End Statement

**I can talk about the rights I have and the rights of others around me.**

#### What are we looking for?

By the end of EYFS, children will understand that everyone has rights and we have a responsibility to protect these rights together. They will learn how to communicate their ideas with others and how to develop friendships within school. They will have an understanding of safety within the classroom, playground and outside of school. Children will understand how to take care of each other through handwashing and tidying away.

#### How will we achieve this?

This will be achieved through class rules, daily discussions and role playing. This will also be achieved through their topics, charity days and trips.

#### Questions

How can we keep ourselves safe?

What rights do you have?

How can we be a good friend?

### Year Two End Statement

**I can compare and contrast my life with a child living in The Gambia.**

#### What are we looking for?

By the end of year two, children will know and understand what extreme poverty is through the link with Project Gambia and Miss Jones. They will make comparisons with their own life, and the lives of other children in Africa through the link schools; Half Dye and Hanna Vibe. Children will locate The Gambia and understand the geographical features of the country in comparison to the UK. Children will explain what a charity is and how Project Gambia works to develop sustainability in the poorest areas of The Gambia.

#### How will we achieve this?

This will be achieved through year two's charity link with Project Gambia and their PSHE and Geography topics. By the end of year one children will have an understanding of their culture and will have compared this with the Isles of Scilly. Through PSHE, assemblies and Pow Wow sessions, children will understand and describe what extreme poverty is and how this is different around the world. They will understand how charities and organisations work to support people living in extreme poverty worldwide. This knowledge will be developed in years three and four as children learn more about the global goals.

### Questions

Where is the Gambia? How is this place different to my home?

What is Project Gambia and how do they support people living in Africa?

What is a charitable organisation?

Explain what extreme poverty means.

### Year Four End Statement

**I can evaluate the role of parliament and understand what democracy means.**

### What are we looking for?

By the end of year four, children will know and understand what parliament is, how it was formed and how it influences Britain and decisions that are made. They will understand the link between the monarchy and parliament, and how governments work around the world. Children will gain a secure understanding of the United Nations and the 17 Global Goals that they created to end world poverty by 2030.

### How will we achieve this?

Children will gain this level of understanding through PSHE topics, opportunities for debates and voting in other lessons within the curriculum and through the whole school conferences held in the Autumn, Spring and Summer terms. Each KS2 class has a globetrotter who will document and share learning from the club with their class. Democracy, rule of law, parliament and the global goals will be covered in these sessions.

### Questions

When did parliament begin? How was it formed? (British heritage and history link)

What is the Queen's role in parliament? Is she important?

What is an MP? How do they make decisions? How are laws created and passed?

Does every country have a parliament? How does this differ around the world?

What are the United Nations? Describe the 17 global goals and their aim to make the world more sustainable by 2030.

### Year Six End Statement

**I can describe and evaluate the importance of democracy around the world.**

### What are we looking for?

By the end of year six children will understand what fairness and democracy looks like in their own life and around the world. They will have a secure understanding of governance, a history of politics and how this is different around the world. They will know and understand what the United Nations are and how this is at the centre of decisions made in the world today. Children will be able to explain what the global goals are

and how their decisions influence these goals and the sustainability of the world. Children will understand how this picture is different in areas around the world.

### How will we achieve this?

Children will gain this level of understanding through PSHE topics, opportunities for debates and voting in other lessons within the curriculum and through the whole school conferences held in the Autumn, Spring and Summer terms. Each KS2 class has a globetrotter who will document and share learning from the club with their class. Democracy, rule of law, parliament and the global goals will be covered in these sessions.

### Questions

What does democracy look like? Is this the same in every country?

What is the role of a government? Is every government the same?

Why are the United Nations important in our life?

How sustainable is our world today? Are we leading sustainable lives?

This policy will be evaluated by the cultural development lead and the moral development lead working alongside the headteacher as part of the monitoring cycle.

Laura Ward 2019