

# ***CULTURE*** at Elemore Hall School

## **Rationale**

What is Culture at Elemore? Our vision is “to create a happy, positive, successful and worthwhile place to be for all members of the school community”. Our Culture curriculum aims to enable our pupils to be healthy, safe, independent and responsible members of society; young people who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain.

Culture sessions aim to cover subjects within the PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) National Curriculum, as well as provide a programme of enrichment encompassing a wide range of topical issues and promoting a cultural awareness. We aim to deliver a broad and rich curriculum, while developing positive behaviours and attitudes.

## **INTENT**

Culture sessions are holistic in nature and designed to engage pupils in a wide range of topics and global issues. Although it is delivered one day a week, it is intrinsically linked to the overall curriculum. Both key stages will explore cultural differences and vital life skills that range from personal development, what it means to be British to current world problems.

We intend to broaden pupils' views of the world and help them explore places that they may not have had the chance to experience before coming to Elemore Hall School. Pupils learn to look at attitudes, values and beliefs about themselves and develop the know-how, language and strategies needed to manage any issues they might encounter in their lives.

Pupils have opportunities to identify and explore their personal qualities, attitudes, skills, attributes and achievements and what influences these. In addition, we provide up-to-date careers guidance that gives our pupils the best information and opportunities available and helps them progress into further education, training and employment, and apply academic and social knowledge, such as critical thinking and resilience.

We also aim to equip all pupils with the knowledge and skills they need to stay safe and promote spiritual, moral, social and cultural development.

## **Curriculum Map**

7	Autumn 1&2	<b>Identity</b> <ul style="list-style-type: none"><li>- Who am I?</li><li>- Opinions &amp; Discussions</li><li>- Looking Ahead &amp; Aspirations</li><li>- Emotions</li><li>- Identity &amp; Diversity</li><li>- Puberty &amp; Individuality</li></ul>	<b>Values</b> <ul style="list-style-type: none"><li>- British Values</li><li>- Respecting Differences</li><li>- Personal Beliefs, Values &amp; Religion</li><li>- Ethical Issues</li><li>- Stereotypes</li><li>- Code of Conduct</li><li>- Diversity, Prejudice &amp; Discrimination</li></ul>
	Spring 1&2	<b>Health</b> <ul style="list-style-type: none"><li>- Personal Care</li><li>- Healthy Eating</li><li>- Risky Behaviour</li><li>- Keeping Fit &amp; Sports in the Community</li><li>- Sex &amp; Relationships</li><li>- Help &amp; Advice</li><li>- Mental Health Introduction</li></ul>	<b>Personal Finance and Enterprise</b> <ul style="list-style-type: none"><li>- Money Matters</li><li>- Enterprise</li><li>- A Mini Enterprise Project</li><li>- The World of Work</li></ul>

	<b>Summer 1&amp;2</b>	<b>Community</b> <ul style="list-style-type: none"> <li>- Relationships</li> <li>- Local Community, Facilities &amp; Issues</li> <li>- Communities around the World</li> <li>- Resolving Conflict</li> <li>- Helping Others</li> <li>- British Values</li> </ul>	<b>Environment</b> <ul style="list-style-type: none"> <li>- World Environmental Issues</li> <li>- Natural Disasters</li> <li>- Local Environment</li> <li>- Being Green</li> <li>- The World's Resources</li> <li>- Conservation</li> <li>- Recycling Project</li> <li>- Climate Change</li> <li>- Our Future</li> </ul>
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<b>8</b>	<b>Autumn 1&amp;2</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>- Gender Identity</li> <li>- Homophobia</li> <li>- Consent, Abuse &amp; Being Safe</li> <li>- Human Reproduction</li> <li>- Family, Marriage &amp; Civil Partnership</li> <li>- Positive Friendships</li> <li>- Respecting Others</li> <li>- British Values</li> </ul>	<b>Working Together</b> <ul style="list-style-type: none"> <li>- Team Building</li> <li>- Trust</li> <li>- Resilience</li> <li>- Friendship</li> <li>- Empathy &amp; Compassion</li> <li>- Dementia Awareness</li> <li>- British Values</li> <li>- Career Skills</li> </ul>
	<b>Spring 1&amp;2</b>	<b>Personal Safety &amp; Digital Wellbeing</b> <ul style="list-style-type: none"> <li>- Internet Safety</li> <li>- Online Relationships</li> <li>- Cancer Awareness</li> <li>- Fake News &amp; Media</li> <li>- Awareness</li> <li>- Water Safety</li> <li>- Fire Safety</li> <li>- Road &amp; Transport Safety</li> <li>- Risk Taking</li> <li>- First Aid</li> </ul>	<b>International</b> <ul style="list-style-type: none"> <li>- Our Place in the World</li> <li>- Languages</li> <li>- Traditions &amp; Culture</li> <li>- International Sport</li> <li>- Links Abroad</li> <li>- Global Citizenship</li> <li>- International Issues</li> <li>- Foreign Foods</li> <li>- Art, Music and Culture</li> <li>- Beliefs &amp; Values</li> </ul>
	<b>Summer 1&amp;2</b>	<b>Health &amp; Fitness</b> <ul style="list-style-type: none"> <li>- Sport &amp; Fitness</li> <li>- Leisure</li> <li>- Health</li> <li>- Personal Hygiene</li> <li>- Balanced Diet</li> <li>- Healthy Lifestyles</li> <li>- Careers in Fitness</li> <li>- Industry</li> </ul>	<b>Environment</b> <ul style="list-style-type: none"> <li>- Energy Sources</li> <li>- Animal Rights &amp; Cruelty</li> <li>- Pollution</li> <li>- Food Banks</li> <li>- Sustainability</li> <li>- Wildlife</li> <li>- Traffic</li> <li>- Local Produce</li> <li>- Gardening</li> <li>- Jobs in the Community</li> </ul>

<b>9</b>	<b>Autumn 1&amp;2</b>	<b>Mental Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>- Mindfulness, Confidence &amp; Self-awareness: Happiness &amp; Personal Connection, Body Image &amp; Self-esteem, Anger management, Gratitude, Beliefs &amp; Values</li> <li>- Emotions &amp; Emotional Literacy: Self- Regulation, Emotional Triggers, Circle of Control</li> <li>- Stress, Anxiety &amp; Mind-set</li> <li>- Self-harm</li> <li>- Eating Disorders</li> <li>- Suicide Prevention</li> <li>- Depression</li> </ul>	
	<b>Spring 1&amp;2</b>	<b>Healthy Choices</b> <ul style="list-style-type: none"> <li>- Healthy Relationships</li> <li>- Safe Sex</li> <li>- Unsafe Relationships</li> <li>- Drugs &amp; Alcohol</li> <li>- Risk Taking</li> <li>- Smoking</li> </ul>	<b>Peace &amp; Conflict</b> <ul style="list-style-type: none"> <li>- World Conflict</li> <li>- WMD</li> <li>- Tolerance &amp; Anti - Racism</li> <li>- Anti-bullying</li> <li>- Armed Forces</li> <li>- Asylum Seekers</li> <li>- Poverty</li> <li>- Beliefs &amp; Values</li> </ul>
	<b>Summer 1&amp;2</b>	<b>Citizenship</b> <ul style="list-style-type: none"> <li>- British Values</li> <li>- Nationality</li> <li>- Equal Opportunities</li> </ul>	<b>Values, Beliefs &amp; Decision-making</b> <ul style="list-style-type: none"> <li>- Racism</li> <li>- The Death Penalty</li> <li>- Euthanasia</li> </ul>

		<ul style="list-style-type: none"> <li>- Human Rights &amp; Responsibilities</li> <li>- Rights of the Child</li> <li>- Democracy &amp; the Legal System</li> <li>- Media &amp; The Government</li> <li>- Extremism &amp; Radicalisation – <i>Prevent</i></li> <li>- Disability Awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Abortion</li> <li>- Religion</li> <li>- Atheism</li> <li>- Political Beliefs</li> <li>- Voluntary Services</li> <li>- Loss &amp; Bereavement</li> </ul>
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10	Autumn 1&2	<b>BTEC – Developing a Personal Progression Plan</b> - Personal Development (BBS) Vocational and Diploma Preparation  <b>Health &amp; Wellbeing</b> - Relationships - Abuse & Conflict - Peer Pressure - Addiction - Obesity & Body Shaming	
	Spring 1&2	<b>Britishness</b> - British Values - Politics & Parliament - Democracy & Justice - 'Show Racism the Red Card' - Our Community and - Diversity	<b>Rights &amp; Responsibilities</b> - Heroes - UNICEF - Human Trafficking - Slavery - Foreign Aid - Sustainability - Criminal Responsibility - Local & Global Citizenship - Human Rights & Responsibilities
	Summer 1&2	<b>Law &amp; Order</b> - Criminal activity - The Rule of Law - 'Crimestoppers' - <i>Fearless</i> - Punishment & Justice - Prison Life	<b>Religion &amp; Social Justice</b> - Creed & Inspiration - Prejudice & Discrimination, - Faith, Belief / Religion - Places of Worship - Heroes - Forced Marriages

11	Autumn 1&2	<b>BTEC – Being Organised</b>  <b>Finance</b> - Living on a Budget - Independent Living - Personal Finance - Being a Critical Consumer	<b>Careers &amp; Transition 1</b> - Making Informed Career Choices - Apprenticeships, Careers & Employment Options - Applying for College Courses - Employability
	Spring 1&2	<b>Careers &amp; Transition 2</b> - C.V Writing - Interview Skills - Job Applications - Personal Skills & Qualities	<b>Exam Revision</b>
	Summer	<b>Exam Revision</b>	

## IMPLEMENTATION

Culture sessions are delivered on a Friday morning. There is also a shorter session on a Wednesday. Tutor groups work alongside their teacher tutor, learning support assistants, peers and the wider school community.

The comprehensive Curriculum Map outlines a termly module for each year group and within each module, any of a range of topics can be covered in any format staff deem fit. The curriculum is deliberately planned and sequenced to revisit core themes and deepen understanding. Retrieval of relevant prior learning at the start of each module aims to embed these concepts. Topics covered are linked to the targets within pupils' Personal Social Skills files. Personal Tutors track progress made within the Culture programme in relation to these targets.

Pupils have access to a wide range of resources, a variety of relevant cultural enrichment experiences and visiting speakers. For example, visits from the school nurse team and NHS mental health professionals, provide vital information to pupils and opportunities for bespoke and individual support referrals.

School events, workshops and visits are also embedded in the programme, providing a range of interactive opportunities for pupils to enjoy and learn from.

### **Reading Development in Culture**

Reading within Culture gives pupils the opportunity to discover new vocabulary and texts across a wide range of subject areas. This will increase their knowledge and awareness of the world around them. Pupils will encounter different forms of text material, enhancing their reading experience and developing their fluency and comprehension skills.

Reading around the topic areas within Culture and taking part in structured discussions, will raise the Cultural Capital of pupils, allowing them to increase their general knowledge, enabling them to further access and understand ideas and themes presented in other subject areas.

### **Additional Support & Stretch/Extend/Challenge**

Lead staff are available to support on key areas, such as Relationships and Sex Education, Penn Resilience Programme, Personal, Social and Health Education, Bushcraft, and the Duke of Edinburgh Award Scheme. The Culture Coordinator will oversee any issues/changes to fit around the changing needs of pupils. Pupils are encouraged to seek additional training/educational opportunities in relevant fields, including work experience and vocational visits.

### **Enrichment**

Pupils have access to a wide range of activities, visits, workshops and relevant trips, such as: One Punch Education, The RAF, the Fire Brigade, Police Community Teams, the Drugs Ambassador Programme (featured on local television), Police Interceptors, Holocaust Workshops with the Jewish Community in Gateshead, visiting speakers from the Department of Work and Pensions, Football fixtures with other schools and Charity events, such as Macmillan coffee mornings and Race for Life. There are also whole school events on offer, including 'Show Racism the Red Card', World Book Day, Challenge and Sports Day and an upcoming Careers Fair.

These activities continue to grow and develop around the changing needs of our pupils and developments around the world.

### **Links with evening activities**

The 24-hour curriculum is the social curriculum that permeates all that we do in the school. It begins when a pupil first arrives to school, encompasses all learning periods and continues into after-school activities and, for some, into a residential unit stay. The school aims to support pupils in their personal, social, emotional and independence development in everything that we do – this includes unstructured social times, such as before school, break and lunch times, lessons, evening activities, and mealtimes, rise and settle on the living units etc.

Key staff work with pupils beyond the school day and will continue to broaden minds and encourage discussion around current world issues and model inquisitiveness outside the walls of the classroom.

## **IMPACT**

The Culture programme aims to provide pupils with the knowledge, skills and awareness of key issues, equipping them to leave school with a wide and varied cultural experience. Pupils will develop resilience, independence and confidence. One goal is to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. The programme encourages pupils to be more inquisitive about the world and allows them a safe space to question wider issues

in society and the world. This will help develop an understanding of life beyond school and aid with transitions to college and adulthood. Pupils are given the chance to access new opportunities that enhance their views and gain new experiences that will prepare them as citizens of the world. We want to reduce barriers and improve pupils' chances to access further education, the world of work and the wider world. We hope to help pupils develop the skills to engage more deeply in vocational experiences, worthwhile events and charity work.

Some pupils join school with little experience of the wider world; leading to limited knowledge outside of their local community. Ultimately, we aspire to broaden minds and take pupils on a journey; creating new experiences and foundations to build a positive view of themselves and the world around them.

**Accreditation**

Penn Resilience Programme certification (PRP)

First Aid Certification

Duke of Edinburgh Award (DOE)

BTEC Introductory Award or Introductory Certificate.