

As a school, we recognise that our curriculum needs to extend beyond the academic. We have a responsibility to support our children to develop in many aspects of their life. We understand that children are influenced by many factors outside of our control, therefore it is crucial that we ensure that our curriculum provision is designed to offer the best opportunities possible.

Our intention is that:

- We offer a curriculum that extends beyond the academic, providing for pupils' broader development offering a wide and rich set of experiences in a coherently planned way
- Our curriculum and wider work of school supports pupils to be confident, resilient and independent
- We offer high-quality pastoral support within school for our children and parents
- Pupils will feel prepared for life in modern Britain, understanding how to be responsible, active citizens that contribute positively to society
- We effectively promote equality and diversity in school
- Students are prepared for future success in education

In particular we focus on:

- developing responsible, respectful and active citizens
- promoting equality of opportunity
- promoting an inclusive environment
- developing pupil's character, giving them the qualities, they need to flourish in society
- developing pupils' confidence and resilience so that they can keep themselves mentally healthy
- preparing pupils for the next phase in their education

We deliver this in a variety of ways including:

- an inclusive, diverse and inspiring curriculum
- a range of quality extracurricular activities
- local walks, trips, residentials and outdoor learning opportunities
- a newly developed, engaging careers programme

The following document outlines how we deliver each of our areas of focus and should be read alongside our Safeguarding overview document and British Values overview document.

Developing responsible and respectful citizens:

It is a fundamental part of our curriculum to ensure that the children of Dunkirk become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. This requires their understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance and their recognition of online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.

UN CRC Article 29 – Goals of Education

Every child has the right to an education which must develop their personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

- Education should develop my respect for human rights
- Education should develop my personality and talents
- Education should develop my respect for the natural environment
- Education should encourage me to respect my family, my own and other cultures

<p>RHE links:</p> <p>Healthy and Happy Relationships Similarities and differences Caring and responsibility Families and committed relationships</p>	<p>Safeguarding and British Values Links:</p> <p>Democracy Individual Liberty The Rule of Law Mutual Respect and Tolerance</p> <p>Equality and Diversity Rights and Responsibilities Health, mental health and wellbeing Staying safe in the community Online safety Bullying Domestic Violence CSE FGM</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> • PRIDE • ACT Curriculum • Take Action projects • RHE Curriculum • RE curriculum designed in collaboration with the Nottingham RE syllabus and the wider community • Global History Curriculum • Local walks, trips and residentials • After-School Clubs • Assemblies • Visits from professionals e.g. PCSO. Severn Trent • Visiting local places of worship • Class Promises • School Council • Pupil Voice • Enrichment e.g. Brighter Girls, Brighter Futures
<p>School values links:</p> <p>Problem Solving / Perseverance Responsibility / Reflective Independence / Inquisitive Empathy / Empathetic</p>		

Developing active and healthy citizens:

Physical and mental health and well-being is an integral part of our educational offer. It is crucial that our children understand how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for children to be active during the school day and through extra-curricular activities. Alongside this, our children need to develop an age-appropriate understanding of healthy relationships through an appropriate relationships and sex education programme. They will be given the skills needed to ensure that they recognise online and offline risks to their wellbeing and are aware of the support available to them. It is important for us to ensure equal opportunity so that all pupils can thrive together.

UN CRC Article 5, 24 & 31

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Every child has the right to relax, play and take part in a range of cultural and artistic activities.

<p>RHE links:</p> <p>Heathy and Happy Friendships Caring and Responsibility Healthy bodies, healthy minds Coping with change</p>	<p>Safeguarding and British Values Links:</p> <p>Individual Liberty Mutual Respect and Tolerance Health, mental health and well-being Rights and Responsibilities Staying safe in the community Online safety</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> ● Healthy school lunches / fruit snack ● PE curriculum ● Science Curriculum ● E-safety curriculum ● DT curriculum ● RHSE curriculum ● Local walks, trips and residential ● Playtime ● Extra-Curricular activities – after school clubs ● Swimming lessons ● EYFS Outdoor learning environment ● School Discovery / Nature garden ● Mental health and well-being workshops / emotions boards and boxes ● School Council ● PRIDE / Ambassador ● New pupil buddies
<p>School values links:</p> <p>Responsibility / Reflection Independence / Inquisitiveness Determination / Diligence</p>		

Promoting equality of opportunity and inclusivity:

Mutual Respect and Tolerance of different faiths and beliefs aims to promote understanding and acceptance of people from different backgrounds and with different beliefs, and help to create a more inclusive and diverse society. From June 2015, Prevent Duty for schools was introduced with links to the 2011 definition for British Values. In school, we provide children with many opportunities to discuss discrimination topics such as racism and we foster and promote tolerance of other faiths. Radicalisation can be difficult to spot but adults are trained to report concerns to DSLs as soon as they are made aware of any of the possible indicators.

As a school, we also understand that discrimination can take place in many forms. As such, we discuss real world events to address prejudice of any sort promoting the value of human life without persecution. This can include, but is not restricted to:

- Children who come from same sex families or who identify as being LGBTQ+
- Children with physical or cognitive disabilities and additional learning needs
- Families who are homeless because they have left domestic violence or are refugees
- Children who have to care for other members of their family

Section 78 of the Education Act 2002 states that all maintained schools must encourage pupils to treat people of all faiths, races and cultures with respect and tolerance.

UN CRC Article 13 & 14

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

<p>RHE links:</p> <p>Healthy and Happy Friendships Similarities and Differences Caring and Responsibility Families and Committed Relationships</p>	<p>Safeguarding and British Values Links:</p> <p>Democracy Individual Liberty The Rule of Law Mutual Respect and Tolerance</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> • PRIDE stories & values • ACT – community Take Action • RE & History curriculum • GREAT project • Residential buddy system • Identified Role Models • Diverse reading selection • Celebrations – Eid, Christmas • Special days e.g. Remembrance, Red Nose Day • Class Promises • Anti-bullying • NSPCC / Childline Assemblies • EAL Buddy System • Restorative Techniques • Enrichment e.g. Brighter Girls, Brighter Futures
<p>School values links:</p> <p>Responsibility / Reflection Empathy / Empathetic</p>	<p>Equality and Diversity Rights and Responsibilities Online safety Bullying</p>	

Developing pupil's character

Pupil's character is defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This area of development is strongly linked to an understanding of British Values, developing respectful and active citizens and ensuring that children have the confidence, resilience and knowledge necessary to keep themselves mentally healthy. Equality of opportunity is crucial to ensure that all of our children can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

UN CRC Article 14, 29 & 30

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Every child has the right to an education which must develop their personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

<p>RHE links:</p> <p>Happy and Healthy Friendships Similarities and differences Healthy Bodies, Healthy Mind Families and Committed Relationships</p>	<p>Safeguarding and British Values Links:</p> <p>Democracy Individual Liberty The Rule of Law Mutual Respect and Tolerance</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> • Track-it light system • PRIDE values, assemblies and reward systems • ACT Take Action Projects • Assemblies – safeguarding, child rights etc... • Global History curriculum • RHE curriculum • E-safety & E-Safety family support • School council • Ambassadors • Well-being ambassadors and workshops • GREAT project • Anti-Bullying assemblies and workshops • Extra-Curricular activities • School trips and residentials • Outside visitors – PCSO, Severn Trent, Blue Cross etc.. • Enrichment e.g. Brighter Girls, Brighter Futures
<p>School values links:</p> <p>Problem Solving / Perseverance Responsibility / Reflection Independence / Inquisitive Determination / Diligence Empathy / Empathetic</p>	<p>Equality and Diversity Rights and Responsibilities Health, mental health and wellbeing Staying safe in the community Online safety Bullying Domestic Violence CSE FGM</p>	

Developing pupil's confidence and resilience

An important part of pupil's personal development at Dunkirk, is the development of their confidence, resilience and knowledge so that they can keep themselves mentally healthy. This is not necessarily about them being happy all the time, but rather about them understanding and processing a variety of different emotions, how to react in situations, ways they can seek support and being happy to express their own thoughts and opinions, even if they are different to their friends. This ties in with children understanding that difference is a positive, not a negative and that individual characteristics make people unique. They will know that at Dunkirk, we are an inclusive environment that meets the needs of all our children, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Children will be free to make mistakes, safe in the knowledge that they will be supported to gain the skills to identify and correct their mistakes. They will also be given the knowledge to recognise online and offline risks to their wellbeing.

UN CRC Article 13, 14 & 15:

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

<p>RHE links:</p> <p>Happy and Healthy Friendships Similarities and differences Healthy Bodies, Healthy Mind Families and Committed Relationships</p>	<p>Safeguarding and British Values Links:</p> <p>Individual Liberty Mutual Respect and Tolerance</p> <p>Equality and Diversity Rights and Responsibilities Health, mental health and wellbeing</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> PRIDE Values and assemblies ACT – Curriculum & Take Action RE curriculum Local walks, trips and residential Enrichment days e.g. Number day Safeguarding assemblies & workshops External visitors e.g. PCSO E-safety & E-Safety family support School council Ambassadors Well-being ambassadors Anti-Bullying assemblies and workshops New pupil buddies Enrichment e.g. Brighter Girls, Brighter Futures
<p>School values links:</p> <p>Problem Solving / Perseverance Responsibility / Reflection Independence / Inquisitive Determination / Diligence</p>		

Personal Development in the Curriculum Overview Document

Preparing pupils for their next phase in education:

At Dunkirk, we believe that we have the responsibility to prepare our children, not only for their secondary education, ensuring that they make the transition successfully, but also ensuring that they are prepared for life as a citizen of Great Britain. This includes ensuring that they have had appropriate experience of career development, providing them with the inspiration and motivation to reach and succeed in the career to which they aspire. Studies show that children start to form ideas about their future as they start primary school and that children as young as six can adopt limiting stereotypes based on gender, ethnicity and social background. By the age of nine, children can start to abandon their biggest ambitions.

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<p>RHE links:</p> <p>Happy and Healthy Friendships Healthy Bodies, Healthy Mind Coping with Change Families and Committed Relationships</p>	<p>Safeguarding and British Values Links:</p> <p>Democracy Individual Liberty The Rule of Law Mutual Respect and Tolerance</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> • Start small, dream big project • ACT – Curriculum & Take Action • PRIDE Values and Assemblies • RHE curriculum • Identified Role Models • Diverse reading material • Safeguarding assemblies • External visitors • Local walks, visits and residentials • School council • Ambassadors • Well-being ambassadors • Anti-Bullying assemblies and workshops • Enrichment e.g. Brighter Girls, Brighter Futures
<p>School values links:</p> <p>Problem Solving / Perseverance Responsibility / Reflection Independence / Inquisitive Determination / Diligence Empathy / Empathetic</p>	<p>Equality and Diversity Rights and Responsibilities Health, mental health and wellbeing Staying safe in the community Online safety Bullying</p>	