

# PRIMARY CURRICULUM GROUP MEETING

MONDAY 28<sup>TH</sup> NOVEMBER 2016

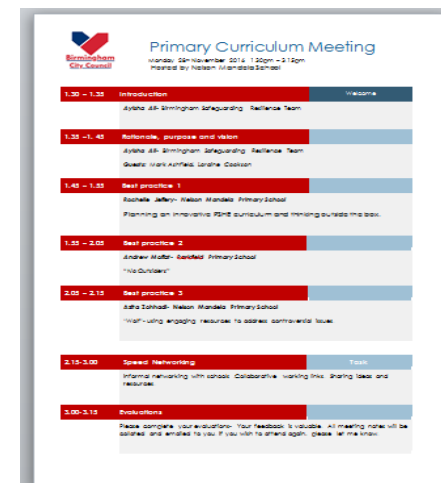
NELSON MANDELA SCHOOL



Just post-it...

# Rationale

Curriculum group meetings are an initiative set up by the Birmingham local authority resilience team. The aim is to develop sustainable opportunities for networking and sharing good practice within the classroom and beyond. It is also a mechanism to support schools develop confidence in teaching, learning and assessment of elements of Keeping Children Safe and raising awareness of key areas of safeguarding.



Time	Topic	Facilitator
1.30 - 1.35	Introduction	Welcome
1.35 - 1.45	Rationale, purpose and vision	Jyoti Ail Birmingham Safeguarding Resilience Team Guests: Mark Armitage, Sarah Cookson
1.45 - 1.55	Best practice 1	Rachelle Jefferson Nelson Mandela Primary School Planning an innovative PSHE curriculum and embedding the topic.
1.55 - 2.05	Best practice 2	Andrew Stabin Sarsfield Primary School The Outdoor
2.05 - 2.15	Best practice 3	Jaha Zahedi Nelson Mandela Primary School Using engaging resources to address controversial issues.
2.15-3.00	Speed Networking	Topic
3.00-3.15	Proposals	Please complete your evaluation. Your feedback is valuable. All meeting notes will be shared and emailed to you. If you wish to attend again, please let me know.

# Purpose

- To steer a strategic link in a supportive capacity when working with schools and the safeguarding team.
- To Identify strengths and opportunities for curriculum development in schools and academies.
- To represent the voice of education within the service.
- To develop sound working partnerships to ensure there is strategic and long-term partnerships and support for schools.

# Duties

- Signpost schools to resources and providers to support the development of a board, balanced and thematic personal development curriculum.
- Quality assurance of resources and feedback, offering support if required across Birmingham schools.
- Focus on building resilience in young people.
- Support whole school training and curriculum. Using the Section 175 audit tool analysis.
- Identify key areas for improvement from section 175 safeguarding audit and support schools with guidance. E.g. Teenage relationship abuse (secondary) Primary (substantial challenges)
- Highlighting key areas of the curriculum statement and requirements from Ofsted in regards to the personal development of young people in Birmingham schools.
- Providing recommendations through bespoke universal support and creating opportunities to work together to develop opportunities to share resources based on a short term commitment of meeting 3 times over the academic year (once every term)- Four specialist areas of Primary, Secondary, Special and Early Years curriculum groups.
- Providing schools the opportunity to host meetings to raise the profile and further develop community cohesion and partnerships.

## Training Areas of Concern

	Child Protection and Safeguarding Policies, Procedures, School Curriculum and Adult Training	School Curriculum promotes child protection and incorporates issues below:-	Policies and procedures are in place which cover all the following areas:-	Date Policies last approved	Staff are aware of the procedures that must be followed	DSL has received appropriate training
	Please answer using Yes, Partly or No					
a)	Gender based violence	75.3%	84.6%		94.2%	82.7%
a)	Female Genital Mutilation	70.9%	92.7%		96.1%	91.9%
a)	Forced Marriage	62.8%	81.5%		90.9%	81.7%
a)	Honour based violence	55.5%	74.6%		86.1%	72.6%
a)	Gangs and youth violence	74.2%	74%		88.4%	73.8
a)	Sexting	75.9%	78.8%		90.9%	85.5%
a)	Fabricated or induced illness		74.4%		86.9%	77.3%
a)	Young Carers		66.3%		86.9%	72.4%
a)	Private fostering		66.1%		84.6%	73.2%

The question below relates to secondary schools only:-

a)	Teenage relationship abuse (N/A primary)	36%	36.2%		43.4%	37.4%
----	--	-----	-------	--	-------	-------

### Recommendation:

Use resources produced by Barnado's!  
Primary resources also available.

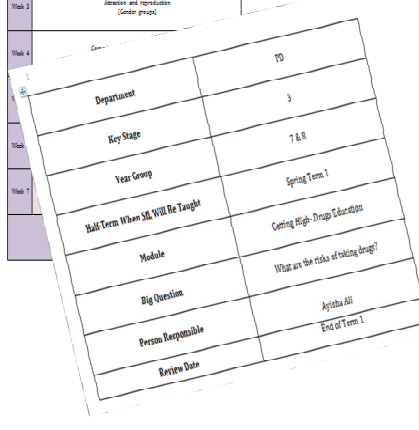
Issue	Resource
Gender based violence	Women's Aid/Amirah Foundation
FGM	Hazel Pulley- Parkfield School
Forced Marriages	Women's Aid
Honour based violence	Women's Aid/Amirah Foundation
Gangs and Youth Violence	*Careless Talk- The Play House
Sexting	NSPCC

# Mapping a dynamic curriculum

RELIGIOUS EDUCATION and Personal development OVERVIEW 2014-2015						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Who am I? (Self)	Who am I? (Self)	Self-awareness	Self-awareness	Self-awareness	Self-awareness
Year 8	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 9	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 10	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 11	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)

Rockwood Academy ED, Department Medium-Term Plan - Half-Termly

Year Group	Module	Topic
Year 7	Who am I? (Self)	Who am I? (Self)
Year 8	Who am I? (Self)	Who am I? (Self)
Year 9	Who am I? (Self)	Who am I? (Self)
Year 10	Who am I? (Self)	Who am I? (Self)
Year 11	Who am I? (Self)	Who am I? (Self)



Year Group	Module	Topic	Learning Objectives	Resources	Activities	Assessment
Year 7	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 8	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 9	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 10	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 11	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)

**SCHOOL CODE**

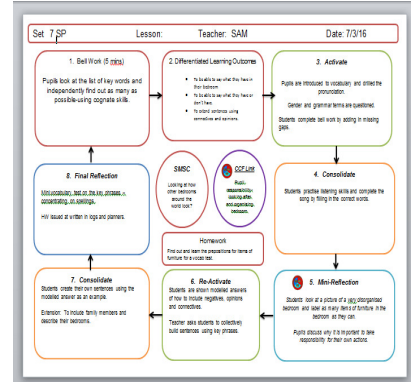
At Rockwood Academy we agree to treat everyone equally and fairly, regardless of:

- Age
- Disability
- Race and nationality
- Religion or belief
- Pregnancy
- Gender identity
- Sexual orientation

Our school welcomes everyone from all walks of life.

Rockwood Academy Year 7/8 Long-Term Plan						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 8	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)

Rockwood Academy Year 9/10/11 Long-Term Plan						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 10	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)
Year 11	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)	Who am I? (Self)



Social	Moral	Spiritual	Cultural
<p><b>S1 - Developing personal qualities</b></p> <ul style="list-style-type: none"> <li>S1.1 - Developing a sense of community, self-esteem, confidence and self-worth.</li> <li>S1.2 - Developing a sense of responsibility and respect for others.</li> <li>S1.3 - Developing a sense of achievement and self-worth.</li> <li>S1.4 - Developing a sense of self-worth and confidence.</li> <li>S1.5 - Developing a sense of self-worth and confidence.</li> </ul>	<p><b>M1 - Developing personal qualities</b></p> <ul style="list-style-type: none"> <li>M1.1 - Developing a sense of community, self-esteem, confidence and self-worth.</li> <li>M1.2 - Developing a sense of responsibility and respect for others.</li> <li>M1.3 - Developing a sense of achievement and self-worth.</li> <li>M1.4 - Developing a sense of self-worth and confidence.</li> <li>M1.5 - Developing a sense of self-worth and confidence.</li> </ul>	<p><b>S1 - Developing personal qualities</b></p> <ul style="list-style-type: none"> <li>S1.1 - Developing a sense of community, self-esteem, confidence and self-worth.</li> <li>S1.2 - Developing a sense of responsibility and respect for others.</li> <li>S1.3 - Developing a sense of achievement and self-worth.</li> <li>S1.4 - Developing a sense of self-worth and confidence.</li> <li>S1.5 - Developing a sense of self-worth and confidence.</li> </ul>	<p><b>C1 - Developing personal qualities</b></p> <ul style="list-style-type: none"> <li>C1.1 - Developing a sense of community, self-esteem, confidence and self-worth.</li> <li>C1.2 - Developing a sense of responsibility and respect for others.</li> <li>C1.3 - Developing a sense of achievement and self-worth.</li> <li>C1.4 - Developing a sense of self-worth and confidence.</li> <li>C1.5 - Developing a sense of self-worth and confidence.</li> </ul>



# Best practice 1

**Rochelle Jeffery**

PSHE Curriculum mapping

“Thinking outside the box”

Nelson Mandela School



# Best practice 2

**Andy Moffat**

'No Outsiders'

Parkfield Primary School

# Best practice 3

**Azita Zohhadi**

‘Wolf’ - Tackling controversial issues

Nelson Mandela School

# Speed networking

# The BEP Hub

The BEP Hub is a free website, accessible by our member schools; currently 357 schools in Birmingham. The BEP Hub provides a platform for discussion, best practice sharing, events, sharing resources and Rate my Provider, a 'Trip Advisor' style rating tool to review organisations you have worked with.

Up to 99 members of staff in a BEP member school have the opportunity to access guidance and downloadable resources relating to: peer review led school improvement, wellbeing, governance, teaching and learning, leadership, SEND & EAL, arts activities, training, events and educational news. The BEP Hub houses all the information Headteachers, Governors, Teachers and Business Managers will need and allows them to communicate via forums and develop school-led support, ensuring that all children in Birmingham get the deeply good education they deserve.

Please contact Emma Kirby, Content Manager


[emma.kirby@bep.education](mailto:emma.kirby@bep.education) / 0121 794 3992

to set up your free account

resources you would like to share



# Evaluation forms



**Primary Curriculum Meeting**  
 Hosted by Nelson Mandela School  
 Monday 29<sup>th</sup> November 2016: 1.30pm - 2.15pm

**Evaluation Form**

Title of meeting:

1. How useful has today's meeting been in informing you about the support available for schools and academies around safeguarding through the curriculum. ?(Please circle)

1 - Below average	2 - Average	3 - Good	4 - Very good	5 - Excellent
-------------------	-------------	----------	---------------	---------------

2. Please provide feedback on the following: (Please circle)

Purpose and Aim	1	2	3	4	5
Best practice 1	1	2	3	4	5
Best practice 2	1	2	3	4	5
Best Practice 3	1	2	3	4	5
Speed networking task	1	2	3	4	5
Overall effectiveness	1	2	3	4	5

3. What have you got out of attending this meeting?  
 \_\_\_\_\_

4. Is there anything that you have found out today that you didn't know previously?  
 \_\_\_\_\_

5. What best practice ideas have you found most useful?  
 \_\_\_\_\_

6. Are there any actions that you will follow up as a result of today's meeting?  
 \_\_\_\_\_

1

# **CORE VALUES**

**STUDENTS ALWAYS COME FIRST...**