

Curriculum Principles

Personal Development of Students through PSHE and SEL:

By the end of KS2, students at Music Primary will:

- know how to be safe and healthy
- know how to manage their academic, personal and social lives in a positive way
- understand the increasingly complex world and the positive and exciting opportunities it offers, but also the challenges and risks

In order to achieve this, schemes of work have been intelligently sequenced based on the following rationale:

- the curriculum being delivered is appropriate for the age of pupils, and the context of the year group.
- the curriculum is responsive to pupils needs, keeping the curriculum 'live' ensuring that it can adapt and be changed in line with our ever changing social and academic environment. e.g. adapting to the national pandemic, including tailoring the overview for personal social and health education and remote learning during school closure.
- the content is designed to be remembered in detail and delivered in a spiral fashion. Revisiting themes and concepts through the year groups to ensure content is always up to date, and relevant to the age range.
- we measure the impact of the curriculum by our pupils' behaviour and attitudes towards themselves and others.
- we take pride in our caring, supportive pupils who leave the academy informed about the world in which they live, prepared for the challenges and opportunities to come.

At Music Primary, our Personal Development curriculum addresses social disadvantage by addressing gaps in students' knowledge and skills:

- oracy is a key determining factor in a child's future social and, ultimately, professional success. Unfortunately, students from disadvantaged backgrounds - and particularly with the cohort of students we serve - do not always have same level of social and cultural competence as their non-disadvantaged peers.
- our curriculum prioritises oracy skills through pupil led discussions that enable them to explore content both reactively as well as in line with the curriculum overview. It is a great opportunity to encourage healthy conversations about topics that can sometimes be challenging or difficult to understand.
- Family Dining, morning meeting and reflection/circle time is incorporated to encourage pupils to discuss themselves, and their feelings in a safe and controlled environment.
- where necessary, students with additional needs may spend a period of time in the academy's Nurture provision focusing on personal resilience, emotional awareness of themselves and others as well as mental and physical health.

We fully believe our curriculum contributes to the personal development of students at Music Primary:

- the curriculum provides essential education on safeguarding issues, developing pupils awareness of how and when to ask for help and support. The themes are revisited across the Key Stages, enabling children to recall and build upon previous learning in an age-appropriate manner. Key vocabulary is used and revisited across the year groups, ensuring pupils have the words to express their understanding and ask questions.
- class knowledge organisers serve as a means to revisit key knowledge and make links to previous concepts/themes
- by providing students with the opportunity to reflect, understand a range of viewpoints and experience a variety of different situations from contrasting perspectives
- the curriculum prioritises social and emotional learning coming out of the pandemic to ensure students mental, social and emotional needs are fully met
- students personal development is enhanced with annual events that are relevant to the needs of students at Music Primary such as Careers Day, Black History Month and Parliament Week, as well as opportunities to engage in fundraising activities throughout the year.
- high quality purposeful provision for pupils' spiritual, moral, social and cultural development is a key feature of academy school life. It permeates the curriculum and is closely aligned to the promotion of British values. Pupils are reminded of these values during lunchtime talks and through the daily experience of good manners and courteousness as they serve food and share during family dining. It also enables students to engage in positive conversations, appreciations and reflections at the dining table thereby facilitating social interaction.