



Social Justice Project

Curriculum Intent



Project Aims:

The aim of the project is to provide an opportunity for young people across Exceed to speak out about 'themes' that are important to them. The project has been devised in response to our pupils, expressing that they want to explore further the themes associated with the curriculum strands of:

- Identity, diversity and social justice
- Leadership, power and democracy
- Sustainable development

Through the curriculum design model, within the academies, knowledge has been stranded in order to incorporate these themes. These lenses have been chosen after consultation with pupils, parents and communities, in order to ensure that the curriculum model is bespoke and contextualised to our pupils and communities.

Definition of the Lenses

Term 1 Knowledge Strands



Term 2 Knowledge Strands

Leadership

•We believe that leadership learning, both implicit and explicit, can and should permeate all subjects as well as the general ethos, culture and community of our academies. Embedding leadership within the curriculum provides our young people with the language and tools to help them develop their leadership skills.

Power

•Power is the ability to control people and events. Our Young People need to understand about the amount of political control a person or group can have, so that they can have conversations, debates and learn about the world they live in, both past, present and future. Explaining the power of their voice will help our young people to feel confident in expressing themselves and encourage free thinking.

Democracy

•With our Young People being the generation of tomorrow, they need to understand democratic processes, and to know how the people who we elect, and who represent us at local councils and parliaments, make important decisions that affect almost every aspect of our daily lives.

Term 3 Knowledge Strands

Sustainable Development

- Sustainable education promotes a sense of responsibility to show respect for our natural environment and for our young people to be active participants to bring about inquiry and social change.
- Our young people must be taught about the 'Sustainable Development Goals,' so that they understand that the world is increasingly interdependent and inter-connected.
- (reduce, reuse, recycle, respect, repair, reflect and refuse)

National Curriculum Links:

By the end of Key stage 2 Pupils should know:

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| Respectful relationships | Pupils should know <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. |
| | <ul style="list-style-type: none">• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults. |

Links to the Ofsted Inspection Framework:

- through the curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance
- promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted
- ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils
- develops pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate

consistently well with others. This gives pupils the qualities they need to flourish in our society

Personal Development:

- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Working with local activist:

Olivia Jones is a local activist. She was referred to the Trust by Damian Allen CEO of Doncaster Local Authority after working on key campaigns in the local community and also working as part of projects within the local authority to support the development of the ‘voice of young people.’ Olivia is not attached to any political or activist group but works as the Creative Director for ‘Doncopolitan’ which celebrates arts, style, music, people, fashion, architecture, lifestyle and creativity. This has been supported and funded by the arts council England. Olivia has worked within DMBC and the Children’s Trust.

Outline of the Project:

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| Sept 2021- Dec 2021 | Contracted by the Trust to work on social justice themes linked to the curriculum subject areas. Target group in Year 5 and Year 6 pupils Each academy to work with Olivia and evaluate learning within the area. |
| June 2022 – July 2022 | <u>As part of transition into Year 6:</u> Year 5 pupils to undertake 3 sessions on exploring themes they would like to speak out about – linked to curriculum learning or wider themes within society Session 1: Explore themes that people |

| | |
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| | <p>speak about and why?</p> <p>Session 2: What themes matter to us and why?</p> <p>Session 3: Debate and discuss the theme that pupils want to explore further for the project and agree this</p> <p>Teachers in Year 5 and Year 6 to work on the themes – They protect key content knowledge linked to curriculum intent and national curriculum</p> |
| Sept 2022 – Oct 2022 | <p>Year 6 teachers to continue to explore the theme and plan work connected to this.</p> <p>Session 4: Olivia to work with pupils and teachers on the themes, deciding what work they want to present in the exhibition and how they want to present their learning</p> |
| Oct 2022 | <p>Exhibition evening for pupils to speak out about the themes and present these to a live audience of local dignitaries, governors and local artists</p> |
| Oct 2022 | <p>Workshops: Teachers and Pupils to undertake a workshop with a local activist who speaks out about their chosen theme</p> <p>Visit also to the exhibition to see the showcase of their learning</p> |
| Oct 2022 | <p>Exhibition open to all communities and families and the wider public to visit and see the learning of the pupils</p> |

Example Themes linked to the curriculum:

- LGBTQ
- Racism and anti-racism
- Difference
- Diversity
- Animal rights
- Climate change
- Wildlife protection themes
- Planet, Waste and plastics
- Sustainability

Intended Outcomes from the Project:

- Pupils to have the opportunity to explore issues and themes which matter to them within the world and society
- Pupils to gain knowledge about different ways that people can be treated in society and have an opportunity to reason these actions
- Pupils to explore the impact that people can have on our world and to develop opinions about how they can promote different choices that we can make
- Pupils to understand how they can use their voice to express their voice
- Pupils to understand what a protest is and why people become activists, ensuring that knowledge is gained about the law and how to do this within these boundaries.

The project will remain impartial to any views and not endorse or support any views. The project will allow pupils debate and question in order to inform their own opinions.

Project Supporting documents:

- Interview and consulting agreement
- DBS check
- Verify Candidate identity
- Undertake search and review of social media, including local and national news streams
- References undertaken
- Personal and professional conduct statement with local activist