

## Cultural Development at Ropsley Cof E Primary School

**Definition:** Pupils' cultural development involves pupils acquiring an understanding of **cultural traditions** and ability to appreciate and **respond to a variety of aesthetic experiences**. They acquire a **respect** for their own culture and that of others, an **interest in others'** ways of doing things and **curiosity** about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

<b>Characteristics</b>	<b>Where?</b>
<ul style="list-style-type: none"> <li>▪ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</li> <li>▪ willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</li> <li>▪ interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communi providing opportunities for pupils to explore their own cultural assumptions and values</li> <li>▪ presenting authentic accounts of the attitudes, values and traditions of diverse cultures</li> <li>▪ addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality</li> <li>▪ extending pupils' knowledge and use of cultural imagery and language</li> <li>▪ recognising and nurturing particular gifts and talents</li> <li>▪ providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance</li> <li>▪ developing partnerships with outside agencies and individuals to extend pupils' cultural awareness - for example: theatre, museum, concert and gallery visits, resident artists, foreign exchanges</li> </ul>	<p>Through our 'global,' days where children might experience Chinese New Year, French food, or African dance, writing to one of our partnership schools or some of the other many activities undertaken on timetabled days throughout the year. These activities contributed to our acquisition of a Global Award. Themes for collective worship and RE. Outdoor Enrichment.</p> <p>Through themed topic work, visitors to school, visits to other schools and places of worship and after school clubs.</p> <p>Through RE, geography and history as well as PSHE. Pupils are given opportunities throughout the school to explore different cultures and how they can shape the attitudes of others.</p> <p>Through class discussions, assemblies, visits and visitors (in all subjects)</p> <p>Through RE/PSHE, SEAL and literacy – pupils have the chance to explore and deal with diverse cultures and attitudes of others.</p> <p>School policy – Equal Opportunities</p> <p>Opportunities to explore issues surrounding discriminatory behaviours through assembly, PSHE and visiting speakers.</p> <p>Through RE and MFL</p> <p>G&amp;T pupils/register Excellence assembly – weekly Mentoring programme and G&amp;T programme – Inspire+</p> <p>Various clubs and activities throughout the school year including: inter-house competitions, musical festivals and afterschool clubs.</p> <p>Inspire+ Gravity Fields Collaborative Partnerships Topic visits/trips Residential trip Visiting authors</p>

<ul style="list-style-type: none"><li>▪ re-enforcing the school's cultural values through displays, posters, exhibitions, etc</li><li>▪ auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum</li><li>▪ monitoring, in simple, pragmatic ways, the success of what is provided.</li></ul>	<p>Class / hall displays</p> <p>Links with schools from around the world such as Pakistan and Kenya. Assemblies, workshops and topic work based on these countries and their cultures.</p> <p>RE and other subject assessments. Feedback from pupils/parents. Governor monitoring</p>
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