

## Appendix A

British Values	
British Value: Democracy	How we will promote it
<ul style="list-style-type: none"> <li>• Provide children with a broad and general knowledge of, and promote respect for, public institutions and services</li> <li>• Teach children how they can influence decision-making through the democratic process</li> <li>• Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain</li> <li>• Encourage children to become involved in decision making processes and ensure they are listened to in school</li> <li>• Organise visits to the local council and Parliament</li> <li>• Hold 'mock' elections so children learn how to argue and defend points of view</li> <li>• Help children to express their views</li> <li>• Teach children how public services operate and how they are held to account</li> </ul>	<ul style="list-style-type: none"> <li>• Plan activities with the staff to promote Emergency Services, schools, libraries, parks, museums (Nursery-Year Six).</li> <li>• Carry out research projects on these services/ amenities</li> <li>• All children to go through Safety week / Year Six – Crucial Crew</li> <li>• Year 6 RESPECT lessons from Youth Support Services where appropriate</li> <li>• Encourage trips to the fire station and public library</li> <li>• Organise police visits / fire service etc</li> <li>• Books available in the library and book corners that promote public institutions and services</li> <li>• School Council to promote and demonstrate voting and debating – Including the EU referendum and local/national elections</li> <li>• Carry out a presentation during an assembly to promote the understanding of the role of the School Council</li> <li>• Use democratic methods to elect members of the School Council</li> <li>• Teachers to link where possible the pros and cons of democracy into topics covered within the Learning Challenge Curriculum</li> <li>• School Council to be included in pupil related decisions, for example, LEAD award.</li> </ul>
British Value: Rule of Law	How we will promote it
<ul style="list-style-type: none"> <li>• Ensure school rules and expectations are clear and fair</li> <li>• Help children to distinguish right from wrong</li> <li>• Help children to respect the law and the basis on which it is made</li> <li>• Help children to understand that living under the rule of the law protects individuals</li> <li>• Understand the importance of the Police and their role to maintain a safe and secure society</li> <li>• Include visits from the police in the curriculum</li> <li>• Teach children aspects of both civil and criminal law and discuss how this might differ from some religious laws</li> <li>• Morals and Law are not always the same thing</li> <li>• Develop restorative justice approaches to resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Clifton Promises</li> <li>• Information and guidance provided in assemblies</li> <li>• Clear systems in place for rewards and sanctions</li> <li>• Behaviour policy on website</li> <li>• School mission statement</li> <li>• Anti Bullying policy-expectations/sanctions explored in classes and assemblies</li> <li>• Consistent behaviour system in place across the school</li> <li>• PSHRE lessons / circle time</li> <li>• Police visits throughout year groups</li> <li>• School Council</li> <li>• Worry /Thought boxes in classrooms</li> <li>• Monitors/ Buddies for roles</li> <li>• Anti-Bullying Week-lessons and assemblies</li> </ul>
British Value: Individual Liberty	How we will promote it
<ul style="list-style-type: none"> <li>• Support children to develop their self-knowledge, self-esteem and self confidence</li> <li>• Encourage children to take responsibility for their behaviour, as well as knowing their rights</li> <li>• Model freedom of speech through pupil participation, while ensuring protection of vulnerable children and promoting critical analysis of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Charities supported by school</li> <li>• Assemblies to have a British Values focus</li> <li>• Inclusion for all in sports events/competitions</li> <li>• Wonder worker assemblies and merit certificates</li> <li>• Celebrate birthdays</li> <li>• Explore/understand subtle differences between bullying versus conflict through circle time and PHSE.</li> <li>• Anti-Bullying policy</li> </ul>

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<ul style="list-style-type: none"> <li>• Challenge stereotypes Implement a strong anti-bullying culture</li> <li>• Follow the UNICEF rights respecting schools agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Class debates/ Opportunities for P4C</li> <li>• School Council</li> <li>• Challenge gender stereotypes / sexism/ ageism/ homophobia/ racism and different families.</li> <li>• Year 6 RESPECT lessons from Youth Support Services where appropriate</li> <li>• Annual focus that coincides with National Anti-Bullying Week</li> <li>• Staff meeting run with teachers and Teaching Assistants to ensure the continuity of understanding with staff and children</li> <li>• Thought /Worry Box in classrooms</li> <li>• Midday Supervisors training carried out for anti-bullying, behaviour and safeguarding</li> <li>• Deliver lessons teaching about children's rights: The right to a childhood (including protection from harm) The right to be educated The right to be healthy (access to clean water, nutritious food and medical care) The right to be treated fairly (changing laws and practices that discriminate against children) The right to be heard (considering children's views) Modelling rights and respect in all relationships between children and adults, between adults and between children</li> </ul>
British Value: Mutual Respect and Tolerance of those with Different or No Faith and Belief Systems.	How we will promote it
<ul style="list-style-type: none"> <li>• Promote respect for individual differences</li> <li>• Help children to acquire an understanding of, and respect for, their own and other cultures and ways of life</li> <li>• Challenge prejudicial or discriminatory behaviour</li> <li>• Organise visits to places of worship</li> <li>• Develop links with faith communities</li> <li>• Develop critical personal thinking skills</li> <li>• Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers</li> </ul>	<ul style="list-style-type: none"> <li>• Clifton Promises</li> <li>• PSHRE lesson plans – differences, stereotypes, wider community, families</li> <li>• Year 6 RESPECT lessons from YSS where appropriate</li> <li>• RE lessons-Multi faith topics and RE week</li> <li>• Visits to religious buildings including the local community.</li> <li>• P4C lessons</li> <li>• PSHRE lessons / circle time</li> <li>• Sex and Relationships Education</li> <li>• Anti Bullying policy / Anti Bullying Week</li> <li>• Books available in PSHRE resources that promote that promote differences between people</li> </ul>

### Pupil Voice

The term 'pupil voice' describes how children give their input to what happens within the school and classroom. Our desire is for children to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil voice permeates all levels of our work together, from groups participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

- Before each topic, in their topic books, children write about what they would like to find out and this feeds in to the teachers' planning



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- Each class has two School Council representatives. The School Council meets weekly. Before the meeting, the class reps invite children to share anything for the agenda and they feed back to the class after the meeting.
- SLT and curriculum leaders regularly carry out questionnaires on the school and specific curriculum areas.
- On Monday P4C assemblies and in the follow-up lesson, children are invited to share their views on the topic or idea being discussed.

### Spiritual, Moral, Social and Cultural (SMSC) Development at Clifton Primary School

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Clifton Primary, we have a thoughtful and wide-ranging promotion of children's Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Spiritual Development		
Guidance	Provision	How it is evidenced
<b>Provision for the spiritual development of pupils includes developing their:</b> <ul style="list-style-type: none"> <li>- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>- knowledge of, and respect for, different people's faiths, feelings and values</li> <li>- sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>- use of imagination and creativity in their learning</li> <li>- willingness to reflect on their experiences</li> </ul>	Religious Education Curriculum (Salford SACRE Agreed Syllabus for RE) Assemblies Celebrations of Christian festivals Performances Outdoor Education Phase Charities and National charities Topic Curriculum General Curriculum P4C Pastoral Team Positive Behaviour strategies Opportunities for quiet reflection Etiquette month Time to reflect on work	RE plans/policy (Salford SACRE Agreed Syllabus for RE) Visits to places of worship/from faith groups Harvest assembly Christmas and Easter celebrations at St Anne's church EYFS and KS1 Nativity performance Whole school assemblies, celebration assemblies and phase assemblies (Assembly timetable including key festivals in different religions and key events e.g. anti-bullying week) Forest school John Muir Award Residential visit (Lledr Hall) Charity and fundraising events for phase charities and national charities Children have an input on what they want to learn in topics/reflective questions – What if... Why and How Curriculum is planned to offer exciting experiences School trips and visitors which inspire awe and wonder Displays Theme weeks P4C curriculum (including assemblies) gives opportunities to debate and discuss and reflect upon their own and others' beliefs and views Golden Ticket Club – Nurture group Pastoral Team – Lego therapy, wishes and feelings work, social stories, calm area. Positive Behaviour Policy/Chart/Merits/class rules Teaching of the 5Rs (Reflective/Risk Taking/ Relationships/ Resilience/ Resourceful) Time to reflect upon learning and experiences Show and Tell in EYFS and KS1 September – staff have lunch with children to develop table manners and etiquette when eating Marking policy – verbal/written feedback Teaching and Learning policy - Varied teaching styles/ thinking time/questioning

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Moral Development		
Guidance	Provision	How it is evidenced
<p><b>Provision for the moral development of pupils includes developing their:</b></p> <ul style="list-style-type: none"> <li>- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>- understanding of the consequences of their behaviour and actions</li> <li>- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>	<p>School Behaviour Policy</p> <p>School policies</p> <p>RE Curriculum</p> <p>Pupil Voice</p> <p>School Council</p> <p>P4C Curriculum</p> <p>PSHRE Curriculum</p> <p>General Curriculum subjects</p> <p>Charity work</p>	<p>Positive Behaviour Strategies/Positive Behaviour Chart/Pot of Gold/Merit/Class rules (Golden Rules displayed in every classroom)/Staff leading by example/ Termly Enrichment Club</p> <p>School Policies – Equal Opportunities/Inclusion/SEND</p> <p>Pastoral Team - Weekly Pastoral Meeting/ Lego therapy/ wishes and feelings work/social stories/calm area</p> <p>Golden Ticket Club – Nurture group</p> <p>Teaching of the 5Rs (Reflective/Risk Taking/ Relationships /Resilience/ Resourceful)</p> <p>Weekly Wonder Worker and attendance Assemblies linked to 5Rs and published in weekly newsletter</p> <p>Celebration Assemblies (including a termly celebration assembly) – Wonder Workers/certificates and prizes for attendance /certificates for representing the school in events/ merit certificates/effort &amp; most improved certificates</p> <p>Whole school Key Stage and Class Assemblies - see assembly timetable</p> <p>Safety lessons – Termly safety topics – E-safety/Anti-bullying Week</p> <p>Circle time</p> <p>Child participation in a range of pupil groups: School Council/Sports Leaders</p> <p>School Council – making decisions for school/ help to organise and promote school events/ worked with the governors to appoint the new head teacher</p> <p>Pupil Questionnaires about school and subjects carried out by curriculum leaders and used to evaluate and make changes</p> <p>Writing letters to residents of local care home</p> <p>RE plans/policy (Salford SACRE Agreed Syllabus for RE)</p> <p>Visits to places of worship/from faith groups</p> <p>P4C curriculum and PSHRE Curriculum (including assemblies) gives opportunities to debate and discuss and reflect upon their own and others’ beliefs and views/moral issues/challenge stereotypes/homophobia/ equality/racism</p> <p>Curriculum – learning about other cultures and countries – respecting others’ values and ways of life/ moral stories-recognition of right and wrong (see <b>Appendix E</b> for further details)</p> <p>Visits and visitors – PCSO/Police/ Fire Service/Bikeability/ Magistrates – Mock Trial</p> <p>Supporting phase charities and national charities through events – see charity vision statement for specific charities for the year</p> <p>Summer Fair</p> <p>Parental involvement in charity fundraising</p> <p>Harvest – collecting for the local food bank</p>



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Social Development		
Guidance	Provision	How it is evidenced
<p><b>Provision for the social development of pupils includes developing their:</b></p> <ul style="list-style-type: none"> <li>- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<p>Behaviour Policy Pastoral Team PSHRE Curriculum P4C Curriculum RE Curriculum Children as role models Working as a team Pupil Voice School Council Theme Weeks Termly Safety Topic Extra-Curricular Activities Children's University The Arts Curriculum Outdoor Education PE Curriculum Community Events Charity Work Cross Phase Working Leadership Opportunities</p>	<p>Consistent positive Behaviour Strategies/Positive Behaviour Chart/Pot of Gold/Merit/Class rules (Golden Rules displayed in every classroom)/Staff leading by example/ Termly Enrichment Club Pastoral Team - Weekly Pastoral Meeting/ Lego therapy/ wishes and feelings work/social stories/calm area Golden Ticket Club – Nurture group PSHRE/P4C/RE Curriculum to discuss views and beliefs / challenge stereotypes, homophobia and racism and to look at moral issues Collaborative learning as part of the curriculum – cooperative work, talk partners, peer work Snack time in EYFS LEAD Awards for children that are good role models for others – nominated by peers and/or staff and nominees are put before a panel of school council representatives and staff to decide whether they can receive the award Child participation in a range of pupil groups: School Council/Sports Leaders School Council – making decisions for school/ help to organise and promote school events/ work with the governors to appoint the new head teacher Pupil Voice – input into curriculum/make decisions about school (e.g. playground design) questionnaires for children conducted by curriculum leaders to evaluate curriculum areas and used as a tool to develop subjects Residential Trip to Lledr Hall – Year 6 Horse Riding for Year 4 at Ryders Farm Educational visits and visitors into school After school clubs Credits gained from after school clubs/learning destinations/ holiday challenges go towards graduating from Children's University in Year 6 Theme Weeks – e.g. Music/Art Forest School John Muir Award for Year 6 Competitive and non-competitive sports and other events (TTRS competition/Spelling Bee/Clifton's Got Talent) Community Events: Christmas Carol Concert and Easter Service at St Anne's, EYFS and KS1 Nativity performances, Harvest assembly, Remembrance day, Summer Fair, Enterprise week, class assemblies, Year 6 Leavers Assembly Participation in Charity support for Key Stage Charity as well as local and national charities Family learning/Parent Links – open mornings and parent events e.g. Early Reading Meeting Transition Days See British Values Table for more detailed information Leadership and responsibility – School Council, Sports Leads, Classroom monitors and Library monitors, Office helpers</p>

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Cultural Development		
Guidance	Provision	How it is evidenced
<p><b>Provision for the cultural development of pupils includes developing their:</b></p> <ul style="list-style-type: none"> <li>- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>	<p>Educational visits Participation in the Arts Curriculum MFL PE Curriculum RE Curriculum PSHRE Curriculum P4C Curriculum Topic Curriculum Clubs Special topical events</p>	<p>School visits to museums, galleries, theatre production companies visiting school All children watch a Christmas pantomime every year Visitors – e.g. 'Book Man' as part of World Book Day Dance Workshops Opportunities for individual music lessons MFL teaching Year 5 Mandarin lessons Sports Day Representing the school in sporting competitions, galas etc. RE/PSHRE/P4C/Geography planning Planned visits to places of worship or visits from people of other faiths. Promoting acceptance and sensitivity to other cultures and beliefs. Curriculum opportunities to learn about their own and others' cultures, beliefs, views and ways of life Curriculum also offers drama, literature and the arts to enrich children's cultural experiences Assemblies including exploring different religious events/global issues – flooding/refugees etc. Enterprise week Horse Riding in Year 4 &amp; 5 Swimming lessons in Year 3 &amp; 4 Range of after school clubs – Netball, football, dance, multisport, theatre, construction, golden ticket (nurture). Times Table Rock Stars, Minecraft – work towards Children's University graduation in Year 6 Activities to commemorate special events – Royal Weddings/ Olympics/Paralympics <b>Appendix F</b> for more evidence</p>

#### Appendix B: Home/school link

- All nursery children and new reception children have a home visit with the class teacher and the EYFS lead/family support worker in the Summer term before they start school
- Parents meetings throughout the year for Key Events such as starting school, transition through the phases, Early Reading, Phonics Screening Check, Key Stage 1 and 2 SATs, Residential etc.
- Open Morning with a different curriculum focus each time. Parents come to a presentation led by SLT/subject coordinator and then go to their child's classroom to see that subject in action/see general learning taking place
- Celebration of children's achievements – Wonder Worker Assemblies/Children's University Graduation Ceremony
- EYFS/KS1 Nativity
- Harvest celebration
- Christmas and Easter Celebration at St. Anne's Church
- Class assemblies
- Parents' Evening and written report
- Family Support Worker and Learning Mentor work closely with families and other agencies that need extra support
- Open door policy so that parents feel at ease to speak to the class teacher before or after school
- SLT/ pastoral team welcome children into school in the morning and are on the playground at the end of the day so that parents are able to approach them easily
- School Twitter account to celebrate children's learning
- Weekly newsletter from the Head teacher



## Appendix C: RE Vision Statement

RE

### Vision

- We want our children to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- We want our children to demonstrate respect for themselves and for others, including people with different faiths and beliefs.
- We want our children to consider their responsibilities to themselves and to others and to explore how they might contribute to their communities and to the wider society.
- We want our children to show empathy, generosity and compassion, and to challenge prejudice.



### Implementation

At Clifton Primary School we use The Salford SACRE Agreed Syllabus for RE and use the planning format provided to plan specific units.

Each unit of learning is focussed around a key question. Children are given the opportunity to learn factual information and to raise questions and discuss the values and principles behind different religious beliefs and religions.

### Early Years

In the early years department RE is encompassed within the curriculum. Although the teaching of RE is covered in all curriculum areas, there is a greater focus through the teaching of Communication and Language, Personal, Social and Emotional Development and Understanding the World - People and Communities. This gives the children the opportunity to develop a sense of right and wrong, build the awareness of themselves as a person and their belonging to their personal community of home, school and within the wider community. It encourages children to respect other children regardless of similarities or differences.

In reception children are also taught specific weekly RE lessons.

### KS1 and KS2

Throughout key stage 1 and 2, children are also taught using The Salford SACRE Agreed Syllabus for RE with a focus on the 3 main strands, identified as:



## **Appendix C: RE Vision Statement**

- "A. Know about and understand a range of religions and worldviews.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews."

### Religions and worldviews

Children in key stage 1 and 2 are taught a block of consecutive RE lessons. These units are planned to allow children to gain knowledge, skills and understanding through learning about Christians, Muslims, and Jewish people, with Hinduism and the Humanist approach being introduced in key stage 2. Pupils may also encounter other religions and worldviews in thematic units. The units are planned with a focus on a key question and through this approach children are encouraged to ask and answer questions in order to develop their understanding.

The children follow a planned 2 year cycle allowing for concepts and ideas to be revisited and knowledge to be built upon. As the predominant religion in Clifton Primary School is Christian, Christianity is taught more frequently than the other world religions.

At Clifton Primary School we have close links with our local church St Anne's. The links we have made with St Anne's allow us to host whole school Christian celebrations including Easter and Christmas. Key Stage 1 also visit the church to perform celebrations such as marriage and christenings. These celebrations provide opportunities to include parents and the wider community. To support our link with St Anne's church we, as a whole school, collect Harvest contributions for St Thomas's food bank.

### Impact

The impact of teaching RE at Clifton Primary School is that children are knowledgeable about different world religions. The children can demonstrate their individuality and identity. They demonstrate an ability to challenge prejudice and treat everyone as an equal. Children at Clifton Primary School treat people that they meet with respect and can identify when others show prejudice.

## Appendix D: Charity Vision Statement

### Charities

#### Vision

We want to broaden the education of our children at Clifton Primary beyond the school curriculum by providing educational and practical charitable experiences.

We want our children to develop an awareness of the need in the local, national and international settings.

We want our children to organise a range of events that generate funds for our designated causes and through this develop their leadership, communication, administrative and team working competencies.

We want our children to appreciate the value of service.

We want our children to develop a sense of community.

We want our children to play an active role in the decision making involved in the distribution of funds raised through charitable events.

We want to engage our pupils, parents and staff in the schools' chosen charities.

We want to raise awareness of and funds for the schools' chosen charities.



#### Implementation

Charities are selected based on the children's understanding of the work of the charity. Each charity is age appropriate for each phase in the school. Charities may change each year so that a range of charities are supported.

In 2019 – 2020, we are supporting the following charities:

- EYFS are supporting Chester Zoo adopting a tiger.
- KS1 are supporting Gauntlet Birds of Prey Eagle and Vulture Park sponsoring two birds.
- LKS2 are supporting Francis House Children's Hospice, based in Didsbury.
- UKS2 are supporting World Vision sponsoring two children.

At other points in the year, we also support national charity events such as Christmas Jumper Day.

Charities are explained to the children at an assembly at the beginning of the year and a notice board is on the corridor to show information about charities that we support, money raised so far and upcoming charity events. Together with their teacher, each class is responsible for raising money over the year towards the charities. A range of fundraising events take place such as bake sales, movie nights, discos and a sponsored run.

#### Impact

We want our children to develop holistically. We believe that raising money for a variety of charities will allow our children to become active global citizens, helping them to learn more about the global issues that affect us all, develop essential skills to help them change the world around them, and understand more about the work of charities we support.



## Appendix E: P4C Vision Statement

P4C

### Vision

We want our children to be philosophers.

We want them to be able to create and support reasoned arguments.

We want them to be able to think creatively.

We want them to explore values, assumptions and vital concepts like justice, truth, knowledge and beauty.

We want our children to develop with emotional awareness and positive thinking skills.

We want our school to be a philosophical community of enquiry which provides a forum where adults and children can search for meaning together.

We want our children become reasonable in both senses of the word — they are adept at reasoning and they are open to the reasoning of others.

### Implementation

In EYFS we begin with simple reasoning and question forming. Language appropriate for discussion is developed and encouraged. Questions such as, 'Would you rather be a fish or an eagle?' enable the children to think, justify and commit to ideas. They learn the art of conversation.

In KS1 we take this reasoning one step further and begin to apply it to concepts such as truth, 'Is it ever right to tell a lie?' We use measuring scales such as an 'evilometre' to help the children order their thinking and explore concepts effectively and with turn taking.

In KS2 we develop the children's thinking skill further with more pertinent topics which relate more to the world around them. Debates on 'whether money has any real value' or 'what would an ideal world look like' challenge the children to think about their opinions, justify them with a reasoned argument, commit to their opinions but perhaps most importantly reflect on them too.

### Impact

The impact of P4C is to help pupils develop holistically. Whilst it has a lasting impact on writing / reading / speech and language we believe P4C equips the children with the means to begin to develop into thoughtful, caring and active citizens.



## Appendix F: PSHE Vision Statement



### PHSE

#### Vision

##### Health & Wellbeing

We want our children to know and understand what constitutes a healthy lifestyle.

We want our children to know how to maintain physical, mental and emotional health and wellbeing

We want our children to be aware of safety issues, including how to respond in an emergency.

We want our children to know how to manage change, including puberty, transition and loss.

##### Relationships

We want our children to develop and maintain a variety of healthy relationships within a range of social and cultural contexts.

We want our children to know how to recognise and manage emotions within a range of relationships.

We want our children to know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.

We want our children to know how to respect equality and diversity in relationships.

##### Living in the Wider World

We want our children to know the importance of responsible behaviours and actions.

We want our children to be responsible and independent members of the school community.

We want our children to be positive and active members of a democratic society, understanding British Values.

We want our children to know about the importance of respecting and protecting the environment.  
We want our children to develop self-confidence and self-esteem and make informed choices regarding personal and social issues.

We want our children to develop good relationships with other members of the school and the wider community.

#### Implementation

PSHE in our school will follow the Framework for PSHE, given as non statutory guidance in the National Curriculum 2014 and dovetails into the RSHE policy which covers SRE.

PSHE is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PSHE through and in other subjects/curriculum areas



## Appendix F: PSHE Vision Statement

- ◆ Circle Time
- ◆ Specialised assemblies
- ◆ PSHE activities and school events e.g. Friends Days
- ◆ Visiting speakers

A combination of SEAL activities / Spirituality activities from 'A moon on water' by Leighton and Lee and bespoke lessons planned by the PHSE lead combine to provide PHSE lessons.

All children are taught health and safety issues as standard each year. Many of the topics covered in the PHSE programme are revisited each year but at a greater depth or at an age appropriate level. Staff are encouraged to make use of circle time to address issues that come up as well as a part of the PHSE programme. Boxes are placed in the classroom where children can write down concerns and this is then dealt with by the teacher in circle time.

In EYFS we begin with exploring a range of different themes centred on relationships and seeing people as individuals. Language appropriate for discussion is developed and encouraged. Questions such as 'What does it mean to be a friend?' 'What should boys wear?' 'What am I frightened of?' 'What makes people happy and sad?' Children are taught to express their feelings and think about the feelings of others. Celebrating difference and uniqueness is central to this. They learn the art of conversation.

In KS1 we take this reasoning one step further to help the children explore concepts effectively and with turn taking. Children are encouraged to think about making informed choices, developing their own self-esteem and that of others. Children are given time to explore the issues with telling truth and lies for example. Children are encouraged to look at things from someone else's point of view as well as health and safety issues.

In KS2 we develop the children's thinking skills and art of self-reflection further skill further with more pertinent topics tackling peer pressure, body image and bullying. Children are encouraged to look at the world they live in and question the validity of what they read and hear, not accepting that all news is true and unbiased.

### Impact

The impact of PHSE is that we have children who are developing holistically. It enables the children to be safe both in and out of school and it supports them in developing positive relationships with all those around them. It helps prepare them for their future as a member of our community. Lessons we want them to take forward in life.

## Appendix F

Cultural Capital															
5 Rs					British Values			Celebrating Learning, Language and British Culture							
	Relationships	Resilience	Resourceful	Reflective	Risk Taking	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance	Celebrating Learning	Celebrating Language	Other Cultures	Aspirations	Key Experiences
Whole School	Charities Pastoral Team Golden Ticket Club Football/Netball Matches Jigsaw Lessons PSHRE	Sports Day Forest School Football/Netball Matches Jigsaw Lessons PSHRE Behavioural chart	Enterprise Week Summer Fair Jigsaw Lessons PSHRE	School Trips P4C Time to reflect Jigsaw Lessons PSHRE	Poetry Slam Clifton's Got Talent Forest School Jigsaw Lessons PSHRE	School Council Electing school council representatives Debating and Voting on topical issues e.g. EU Referendum Safety Week P4C Children's Voice – playground redesign -policies -questionnaires Visits from Emergency Services Assemblies Jigsaw Lessons PSHRE	Clifton Promises Merits Enrichments each half term Behaviour Policy – rewards and sanctions Pastoral Team Assemblies Anti-Bullying Week/ Policy Consistent Behaviour System Police Visits School Council Monitors Jigsaw Lessons PSHRE	Clifton Promises Clifton Charities P4C Assemblies have British Values focus Inclusion for all sport events/ competitions Anti-bullying policy Class debates/ opportunities for P4C School Council National Bullying Week Thought/Worry box in every classroom Deliver lessons teaching children about their rights (to a childhood, to be educated, to be healthy, to be treated fairly, to be heard) Challenge gender stereotypes/sexism/ ageism/ homophobia/racism/ different families Jigsaw Lessons PSHRE	PSHE – differences, stereotypes, wider community, families RE – multifaith topics & RE week P4C Clifton Promises Anti-Bullying Week Anti-Bullying Policy PSHE/RSE books Clifton Charities Assemblies Jigsaw Lessons PSHRE	SMSC PSHE lessons SRE lessons RE - Multi faith topics & RE week Visits to or from faith leaders Anti-Bullying Week Assemblies Jigsaw Lessons PSHRE	Wonder Worker Assemblies TTRS and Spelling Shed Certificates Celebrating achievements out of school (KS assemblies) Spelling Bee TTRS Competition (In school and against local schools) Celebrations Notice Board Theme Weeks Displays Termly Celebration Assemblies Jigsaw Lessons PSHRE End of topic certificates World book day Half-term behaviour afternoons Class assemblies	Book Fair Poetry Week Poetry Slam Story time Spanish lessons English lessons Story time Performer for World Book Day	English - Stories sat in other cultures Story time - Class novels/picture Books RE lessons Geography lessons Theme Days Black history month Guy Fawkes and history	Careers/ Enterprise week Jigsaw PSHRE lessons	Carol Concert at St. Anne's Church Easter Service at St. Anne's Church Children University Award EYFS and KS1 nativity performance Harvest Assembly and food bank collection Class trips



Cultural Capital 2019-2020																			
British Values																			
	5 Rs					Celebrating Learning, Language and British Culture			Other Cultures	Aspirations	Key Experiences								
	Relationships	Resilience	Resourceful	Reflective	Risk Taking	Democracy	Rule of Law	Individual Liberty				Mutual Respect	Tolerance	Celebrating Learning	Celebrating Language	British Culture			
Some Key texts taught through school	<ul style="list-style-type: none"> <li>•Stickman</li> <li>•The Smeds and Smoos</li> <li>•Room on the Broom</li> </ul>	<ul style="list-style-type: none"> <li>•Rosie Revere, Engineer</li> <li>•The Tiny Seed</li> </ul>	<ul style="list-style-type: none"> <li>Billy Goats Gruff</li> <li>Supertato</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks</li> <li>The Magic Finger</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>When the crayons quit</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales</li> </ul>	<ul style="list-style-type: none"> <li>Same, Same But Different</li> </ul>	<ul style="list-style-type: none"> <li>We're Going on a Bear Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Same, Same But Different</li> </ul>	<ul style="list-style-type: none"> <li>Performance Poetry – Poetry Slam</li> </ul>	<ul style="list-style-type: none"> <li>The Owl and the Pussy Cat</li> </ul>	<ul style="list-style-type: none"> <li>Dogger</li> </ul>	<ul style="list-style-type: none"> <li>Where the Wild Things Are</li> </ul>	<ul style="list-style-type: none"> <li>People who help us books</li> </ul>	<ul style="list-style-type: none"> <li>Performance Poetry</li> </ul>			
EYES	<ul style="list-style-type: none"> <li>•Room on the broom</li> </ul>	<ul style="list-style-type: none"> <li>•Barry fish with fingers</li> </ul>	<ul style="list-style-type: none"> <li>The Three Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>My Brother is a Superhero</li> </ul>	<ul style="list-style-type: none"> <li>Billy Goats Gruff</li> </ul>	<ul style="list-style-type: none"> <li>Wolf Wilder</li> </ul>	<ul style="list-style-type: none"> <li>What the Ladybird Heard</li> </ul>	<ul style="list-style-type: none"> <li>It's OK to be Different</li> </ul>	<ul style="list-style-type: none"> <li>All kinds of people</li> </ul>	<ul style="list-style-type: none"> <li>It's OK to be Different</li> </ul>	<ul style="list-style-type: none"> <li>Look Up</li> </ul>	<ul style="list-style-type: none"> <li>Nursery Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Who put mustard in the custard</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> </ul>	<ul style="list-style-type: none"> <li>Women who changed the world</li> </ul>	<ul style="list-style-type: none"> <li>Pantomime</li> </ul>			
KS1	<ul style="list-style-type: none"> <li>•Scuffiest giant in town</li> <li>•Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>•A Kid's Guide to Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Room on the Broom</li> </ul>	<ul style="list-style-type: none"> <li>A Kid's Guide to Feelings</li> </ul>	<ul style="list-style-type: none"> <li>What the Ladybird Heard</li> </ul>	<ul style="list-style-type: none"> <li>Slavery</li> </ul>	<ul style="list-style-type: none"> <li>Victorians</li> </ul>	<ul style="list-style-type: none"> <li>I am perfectly designed</li> </ul>	<ul style="list-style-type: none"> <li>The Tiger Who Came to Tea</li> </ul>	<ul style="list-style-type: none"> <li>My World, Your World</li> </ul>	<ul style="list-style-type: none"> <li>Revolving Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Please Mrs Butler</li> </ul>	<ul style="list-style-type: none"> <li>The Great Race – Chinese Zodiac</li> </ul>	<ul style="list-style-type: none"> <li>Emmeline Pankhurst</li> </ul>	<ul style="list-style-type: none"> <li>The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>Emmeline Pankhurst</li> </ul>			
LKS2	<ul style="list-style-type: none"> <li>•Stubby: A true story of friendship</li> <li>•The Invisible String</li> <li>•Grandpa's Island</li> <li>•Beegu</li> </ul>	<ul style="list-style-type: none"> <li>•Ravi's roar</li> <li>•Stuck</li> </ul>	<ul style="list-style-type: none"> <li>Barry fish with fingers</li> <li>The Three Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>Trust me, Jack's</li> <li>Beanstalk Stinks</li> </ul>	<ul style="list-style-type: none"> <li>The Magic Faraway Tree</li> <li>The Tunnel</li> </ul>	<ul style="list-style-type: none"> <li>Holes</li> <li>The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>What the Ladybird Heard</li> </ul>	<ul style="list-style-type: none"> <li>Women who changed the world</li> </ul>	<ul style="list-style-type: none"> <li>Scruffiest giant in town</li> </ul>	<ul style="list-style-type: none"> <li>The Smeds and Smoos</li> </ul>	<ul style="list-style-type: none"> <li>Ravi's Roar</li> </ul>	<ul style="list-style-type: none"> <li>Beegu</li> </ul>	<ul style="list-style-type: none"> <li>Holes</li> <li>The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>Women who changed the world</li> </ul>	<ul style="list-style-type: none"> <li>Old testament stories</li> </ul>	<ul style="list-style-type: none"> <li>Parables</li> </ul>	<ul style="list-style-type: none"> <li>Women who changed the world</li> </ul>		
UKS2	<ul style="list-style-type: none"> <li>•The Iron Man</li> <li>•Mufaro's Beautiful Daughters</li> <li>•A Kid's Guide to Feelings</li> <li>•The Tunnel</li> </ul>	<ul style="list-style-type: none"> <li>•Wonder</li> <li>•Wolf Wilder</li> <li>•Kensuke's Kingdom</li> <li>•Letters from the Lighthouse</li> <li>•Goodnight Mr Tom</li> <li>•Street Child</li> <li>•Holes</li> <li>•The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>Nobot the robot with no bottom</li> <li>Stuck</li> <li>Hansel and Gretel</li> <li>Goodnight Mr Tom</li> <li>Letters from the Lighthouse</li> <li>Holes</li> <li>The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>Goodnight Mr Tom</li> <li>Letters from the Lighthouse</li> <li>Holes</li> <li>The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>Letters from the Lighthouse</li> <li>Holes</li> <li>The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>Beegu</li> </ul>	<ul style="list-style-type: none"> <li>What the Ladybird Heard</li> </ul>	<ul style="list-style-type: none"> <li>Women who changed the world</li> </ul>	<ul style="list-style-type: none"> <li>Scruffiest giant in town</li> </ul>	<ul style="list-style-type: none"> <li>The Smeds and Smoos</li> </ul>	<ul style="list-style-type: none"> <li>Ravi's Roar</li> </ul>	<ul style="list-style-type: none"> <li>Beegu</li> </ul>	<ul style="list-style-type: none"> <li>Holes</li> <li>The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>Women who changed the world</li> </ul>	<ul style="list-style-type: none"> <li>Old testament stories</li> </ul>	<ul style="list-style-type: none"> <li>Parables</li> </ul>	<ul style="list-style-type: none"> <li>Women who changed the world</li> </ul>	<ul style="list-style-type: none"> <li>Kate and the starry night</li> </ul>	<ul style="list-style-type: none"> <li>Mufaro's Beautiful Daughters</li> <li>Kensuke's Kingdom</li> <li>The Explorer</li> </ul>



## Appendix F

Cultural Capital 2019-2020																
British Values																
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	Relationships	Resilience	Resourceful	Reflective	Risk Taking	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance	Celebrating Learning, Language and British Culture		Other Cultures	Aspirations	Key Experiences	
											Celebrating Learning	Celebrating Language	British Culture			
Class Specific Activities such as	Show and Tell Circle time	Sport Competitions John Muir Award	Show and Tell	Show and Tell Circle time	Liedr Hall Show and Tell KS1 and EYFS Christmas performances	Mock Trial with the magistrates	Enrichment Activities Bikeability	Explore/ understand the subtle differences between bullying and conflict through PSHE and circle time activities Year 6 RESPECT lessons from Youth Support Services (when appropriate)	Visits to religious buildings Sex and Relationships Education Yr5&6 (RSE Whole School Sept2020)	Visits to religious buildings RE lessons		Mandarin – Y5	Imperial War Museum UKS2?? Shakespeare	St Anne's Church visit – Christening and Wedding Mosque or Synagogue?? Chinese New Year and other festivals/celebrations linked to chn in a particular class.	Visitors – Police, Scientist, Vet, Fire Service etc LEAD award	Forest school John Muir Award Children's University Graduation Horse Riding Birds of Prey Creepy Crawly Roadshow Farm visit Chester Zoo Music Lessons (violin/Guitar) Swimming Lessons VISITS TO PLACES OF WORSHIP After School Clubs Sorting Competitions Clifton's Got Talent KS2 Show EYFS/KS1 Nativity Leavers Assembly