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CLIFTON COMMUNITY PRIMARY SCHOOL

SMSC POLICY

'Enjoy and Achieve Together'

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CLIFTON PRIMARY SCHOOL

CURRICULUM POLICY FOR SMSC

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is broadly Christian but goes to great lengths to embrace all world religions drawing on their similarities and differences. As such, all people who come into our school, whether staff, children, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

Clifton Primary will help the children to develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Our learning environment promotes respect, diversity and self-awareness and equips all of our children with the knowledge, skills, attitudes and values they will need to succeed in their future lives. Our curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage children to work together and use imagination in their learning. The activities we plan require children to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own viewpoints.

[This policy adheres to the rights of the child and article 14 where every child has the right to think and believe what they choose and article 13 where every child can express their thoughts and opinions. It also adheres to article 31 where every child has the right to relax, play and take part in a wide range of cultural and artistic activities.](#)

Intent – what we will do

Spiritual Development

We want our children to:

- have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- develop an awareness of the diversity and rich culture in our world and to show empathy towards others
- develop their own ideas and beliefs, religious or otherwise, and to be confident in sharing those with others
- understand and respect different people's beliefs, cultures, feelings and values
- be imaginative and creative in their learning
- reflect on their experiences

Moral Development

We want our children to:



- develop self-awareness and confidence in their own decision-making and be ready to accept responsibility for what they do
- be interested in investigation, and explaining their reasoned views about, moral and ethical issues and to understand and appreciate the viewpoints of others on these issues
- recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives

Social Development (including British Values)

We want our children to:

- use a range of social skills in different contexts to engage and socialise with children from different religious, ethnic and socioeconomic backgrounds
- be willing to participate in a variety of social settings, developing their own independent thinking and cooperative skills and being able to resolve conflicts effectively
- take an interest in, and an understanding of, the way communities and societies function at a variety of levels
- accept and engage 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
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural Development

We want our children to:

- understand and appreciate the wide range of cultural influences that have shaped their heritage
- understand and appreciate a variety of cultures and traditions to prepare them for life in modern Britain
- recognise and value the things we have in common across cultural, religious, ethnic and socio-economic communities
- have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- have a willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- have an 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 communities

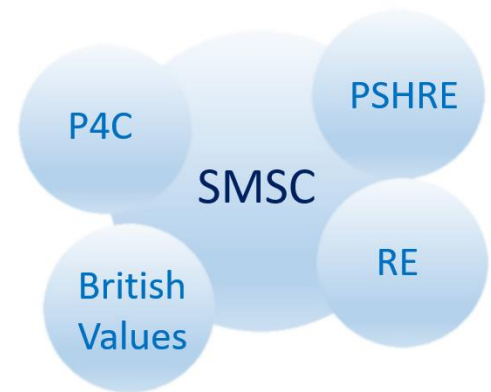


Implementation – how we will do it

Development in SMSC takes place across all aspects of life at Clifton Primary but with a focus of it in several key areas within our curriculum. We provide activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Our Pastoral Team works closely with families and their children to develop the whole child with a focus on behaviour and mental health and wellbeing. The Pastoral Team, alongside the class teacher, SENCO and members of SLT, identify children that may need extra support and do this through a range of strategies such as social stories, wishes and feeling document, Lego therapy and a dedicated calm area. We also use positive behaviour management strategies with a restorative justice approach. (See **Behaviour Policy** for further details).

As a school, we seek to evidence the opportunities the children are afforded to develop holistically and this can be found in **Appendix A**.



At Clifton Primary, class discussions and circle time will give children opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, e.g. bullying, death etc.
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider others needs and behaviour
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc.

At Clifton Primary, curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- agree and disagree
- take turns and share equipment
- work co-operatively and collaboratively



Links with the wider community

- Visitors are regularly invited into school to speak to children.
- We have a strong link with the local church, St Anne's, celebrating the Harvest Festival, Christmas and Easter together with the parents.
- The development of a strong home/school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the child. We hold a range of open days for parents/carers, throughout the year, to find out more about our curriculum and to see it in action in the classroom. See **Appendix B** for further examples of home/school links.
- Children are taught to appreciate their local environment and to develop a sense of responsibility to it.

Spiritual Development

Planned opportunities for spiritual development, in all subjects, can be seen across the school. Children are given the opportunity to reflect upon the meaning of spiritual experiences. For example, in RE, children develop their knowledge and understanding of different religions (AT1) as well as reflecting and responding to their own ideas and beliefs about religion (AT2). This allows children to develop their own sense of spirituality. (See **Appendix C** and the **RE policy** for further details)

Clifton Primary develops children's spiritual development by providing a curriculum that starts with: 'What skills and knowledge do we want our children to learn in?' This ensures our lessons meets the needs of the children. At the start of each new subject, the children will tell us what they already know and then generate their own questions about what they would like to learn. We aim for collaborative work on planning learning, developing common understanding of what is worth teaching, collaborative understanding of challenge, progress and evaluation of the impact of planning on pupil outcomes. This enables children to develop a sense of enjoyment and fascination in what they are learning.

Through our charity work (See **Appendix D**), children are given the opportunity to learn about children from other cultures and backgrounds, developing a sense of empathy with others, concern and compassion.

We develop children's values, principles and beliefs, which may or may not be religious, which inform their perspective of life and their own patterns of behaviour, creating an awareness and understanding of their own and others' beliefs. In lessons, such as RE or Philosophy for Children (See **Appendix E**), we give children opportunities to discuss their opinions with others in an environment where there is no right or wrong answer and allow them to reflect on what they and others have said. We aim to develop their ability to show courage and persistence in defence of their aims, values, principles and beliefs.

We aim to develop an ethos within which all children can grow and flourish, respect each other and be respected, accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future etc.

Moral Development

Clifton Primary develops moral development of children through the ethos of the school and the curriculum that we offer.

We provide a clear moral code as a basis for behaviour known as the Clifton Promises. These are discussed together, as a class, at the beginning of the academic year and everyone agrees to follow the promises by signing the agreement. We help children to identify their feelings and think these through so that they are expressed in



behaviour that is socially acceptable. We encourage children to take responsibility for their actions, for example respect of property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the Clifton Promises by displaying them in all classrooms and promoting them consistently through all aspects of the school. (See **Behaviour Policy** for further details)

Through a range of subjects such as P4C and PSHRE (See **Appendix F** and the **PSHRE policy**), we give children opportunities to explore and develop moral concepts and values – for example, personal rights and responsibilities, stereotypes, equality of opportunity, challenging homophobia and anti-bullying. We encourage children to partake in discussion forums, developing an open and safe learning environment in which children can express views and practise moral decision-making as well as appreciating the viewpoints of others on these issues.

We promote racial, religious and other forms of equality through assemblies and classroom topics. We develop children's moral development by recognising and respecting the codes and morals of the different cultures represented in the school and the wider community.

Social Development

We aim to provide opportunities that will enable children to develop an understanding of their individual and group identity; to learn about service in school and the wider community; and to begin to understand the Christian and other faiths' imperative for social justice and a concern for the disadvantaged.

Everything we do at Clifton Primary is encompassed by the Clifton Values, enabling children to develop a growth mindset which will drive their motivation and achievement in all aspects of school life. This is celebrated in our weekly Owl Assemblies where children are awarded for their successes in and out of the classroom.

At Clifton, we help children develop personal qualities that are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, teamwork, self-respect and an awareness of others' needs. We achieve this through our well-balanced curriculum in subjects such as PSHRE, RE and P4C as well as the sense of community we have created, with common, inclusive values.

The curriculum we provide aims to allow children to develop socially by providing opportunities for them to adjust to a range of social contexts using appropriate and sensitive behaviour, to relate well to other people's social skills and personal qualities and to work successfully as a member of a group or team. It also allows for children to challenge, when necessary and in appropriate ways, the values of a group or wider community; to share views and opinions with others and to work towards consensus; and to appreciate the rights and responsibility of individuals within the wider social setting.

Throughout the year, we hold theme weeks relating to curriculum areas or significant events happening in Britain. We begin every term with a safety topic, focusing on a wide range of age appropriate issues including e-safety to provide the children with the necessary skills to be safe in the ever-changing world of today. We also have an anti-bullying week every year developing children's understanding, mutual respect and acceptance of others including those with different faiths and beliefs.

We provide positive experiences to reinforce our values as a school community - for example through assemblies, team-building activities, Lledr Hall (residential), Forest School, summer school fair, World Book Day, book fair, 'Eggtravaganza' competition, school productions and performances.



Through our charity work, children learn about service in the school and the wider community. We hold a range of charity fundraising days for national charities such as Red Nose Day as well as local fundraisers through the year such as a food collection at Harvest for the local food bank. Through the WWF, our pupils have adopted an orangutan. This allows our children to have the opportunity to learn about the local community and the wider world, to share their views, to show respect for people, living things and the environment to have responsibility for it and to reflect on their own contribution to society. In P4C, we cover a range of topical issues. As part of this, we encourage children to recognise and respect social difference and similarities, to distinguish between right and wrong and to have the confidence to act consistently in accordance with their own principles.

Clifton Primary provides a range of after school clubs for children to attend creating opportunities to develop their social skills as well as the core skill of the club. We have various sport teams that compete in matches and competitions against other local schools developing their cooperative skills, respect, ability to resolve conflict.

Owl captains - Parliament

At the beginning of each school year, children in Year 3 – 6 are elected to represent their owl house as a House Captain/Vice Captain. Each candidate in KS2 writes a manifesto to share before the election takes place. Once all children have listened to the candidate's manifestos during an assembly, all KS2 pupils then cast their votes. The elected candidates, form the school council – The Parliament. They meet every half term to discuss school issues, make decisions to help organise and promote school events. They also have an input in to our school policies e.g. Behaviour Policy. Other democratic processes take place at Clifton such as mock European elections and EYFS children help to make decisions on their learning environment.

Ambassadors

We promote independent thinking, responsibility, leadership skills and cooperative skills through our school council, sports leaders, reading ambassadors, singing ambassadors and the Golden Owl children. Our sport leaders run break and lunchtime activities, developing their own leadership and the teamwork skills of others as well as giving them responsibility in the delivery of the activity. Singing ambassadors promote singing throughout the school. During our singing assemblies, they model the Clifton Values encouraging others to do so, being role models to their peers and also supporting the younger children with their singing and actions giving them responsibility. Clifton's reading ambassadors Reading are children with a passion for reading who want to encourage others to have a love for reading too. The Reading Ambassadors read to other classes and individuals to help show what great reading role models they can look up to. They will pick and recommend books for children in all year groups to highlight the range and types of books we can all get in school for everyone to enjoy. They also help in running and organising reading events such as the book fair.

Cultural Development

At Clifton, children learn about and experience the diversity of their own cultures and others both in modern Britain and throughout the world. Through the opportunities that we provide, we aim to develop children's cultural awareness working on a range of characteristics such as their ability to reflect on important questions of meaning and identity and their interest in exploring the relationship between human beings and the environment. Our well-balanced curriculum offers drama, literature and the arts to enrich children's cultural experiences. It aims to develop children's cultural development by extending their knowledge and use of cultural imagery and language as well as encouraging children to think about and discuss special events in life and how they are celebrated. Our RE curriculum covers the major world faiths in addition to humanist and atheist views (see **RE policy** for further details) creating opportunities for children to explore, understand and respect different religious groups in the local area and further afield. Assemblies, P4C and PSHRE lessons as well as other



curriculum subjects also provide opportunities for children to develop an interest in exploring, understanding of and respect of the cultural diversity in local, national and global communities. Through the curriculum, we also aim to develop children's awareness of global issues that have an impact on children's lives e.g. flooding, refugees etc.

We explore current political issues at an age appropriate level. The opportunities we provide at Clifton (such as Parliament elections, mock EU referendum, deciding upon and agreeing to class rules, voting and having a say in school decisions such as the playground design) aim to allow children to develop a knowledge of Britain's parliamentary system and its role in shaping our history and in continuing to develop Britain.

Clifton Primary recognises and nurtures particular gifts and talents through lessons, instrumental lessons, after school clubs and events such as sports day or Clifton's Got Talent. This provides opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encourages children to reflect on their significance. We develop partnerships with outside agencies and individuals to extend children's cultural awareness, for example, museum and gallery visits as well as visits from a theatre production company.

For further examples of how we provide a range of opportunities for cultural development across the school, please refer to **Appendix G**.

British Values

As well as promoting good social and moral values within school, we also promote the following fundamental British values: ***Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with Different Faiths and Beliefs.***

At Clifton, we reinforce these values regularly in the following ways:

Democracy

Children have the opportunity to have their voices heard in school. Before each topic, together with the teacher, children discuss what they already know and what they would like to find out and this is evidenced on the working walls at the start of each topic and feeds in to the medium term plans. The school also carries out questionnaires with the children to ascertain their thoughts and feelings about our school. Children take part in pupil interviews with curriculum leaders and give their views about learning and the subject. We encourage volunteerism in our school. This includes things like classroom helpers, library volunteers and sports leaders. Parliament representatives are elected democratically, voting in each class at the beginning of each year. In EYFS, children help to make decisions about their learning environment. Democracy is promoted through P4C, PSHRE lessons and assemblies.

Rule of Law

The importance of laws, whether they be those in class, the school or the country are reinforced in school regularly through the curriculum and whole school assemblies. Across the school, there is a clear code of conduct with rules agreed by the children. Children are taught the value and reasons behind Clifton Promises (school rules) and national laws that protect us, look after us and govern us. We discuss with the children and make clear the consequences when rules in school and laws of the land are broken. We arrange visitors to speak with the children such as the Police, Bikeability, Fire safety, Stranger Danger and local magistrates. Through our assemblies, circle time, P4C and PSHRE lessons, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when



it is difficult. The children learn how to keep themselves safe in different situations including the use of the internet (e-safety), road safety and medicines through our safety topics that we begin with each term.

Individual Liberty

Within school, children are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. Through our school values and our P4C and PSHRE curriculum, children are taught about personal responsibility, choices, ambition and aspiration. Children are strongly encouraged to develop independence in learning and thinking for themselves. They have the opportunity to discuss and explore the language of feelings and respect and they understand that it is fine to have a difference of opinion. They are encouraged to be a responsible learner and to challenge themselves. We aim for children to be able to talk about the things that they are good at and the things that they enjoy as well as the things that they find harder to achieve. Achievements are celebrated through owl assemblies, in class and via newsletters. As a school, we educate boundaries for young children to make choices safely. For example, in EYFS, children have the choice to decide which area that they want to learn in, within their classroom. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-safety. They are encouraged to take opportunities to follow their interests in the arts, music and sport. Children have the freedom of choice in respect of extra-curricular clubs that they can get involved in.

Mutual Respect

We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. Through our school values, PSHRE, P4C, RE and circle time, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look out for similarities while being understanding of differences. We aim for children to be able to talk about different faiths and cultures, asking questions and showing tolerance and respect for others of different cultures, faiths and religions. In addition, we want our children to be polite, friendly and welcoming and to show an understanding of people's different needs. Our values are reflected in our school rules, display, newsletters and website and in the curriculum where opportunities arise. Events such as the Times Table Rock Star Competition, the Spelling Bee, non-competitive and competitive sporting events encourage children to respect each other and the outcome of the competition.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through curriculum. We use the Salford SACRE Agreed Syllabus for RE. Children learn about different religions, their beliefs, places of worship and festivals as well as considering their own beliefs. Assemblies are planned to recognise key dates within different faiths and cultures such as Ramadan and Diwali. Assemblies are followed up and supported by learning in PSHRE, P4C and RE. Members of different faiths are encouraged to share their knowledge to enhance learning within our school. We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. We participate in British events such as the Royal Jubilee, Royal weddings, Political Elections, Cultural weeks and Remembrance events. On a more general level, Clifton Primary undertakes assemblies that uphold traditional values of empathy, respect and tolerance. These are also taught within formal PSHRE, P4C and RE lessons and on an informal nature throughout the school days.

Impact – What we can do now

Spiritual Development



Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements. They develop attitudes, values and principles. There is an increased ability for them to empathise with others and see beyond the self. Children have an experience of places of religious worship. They develop a respect for themselves and others and an awareness and understanding of their own and other's beliefs.

Moral Development

Children have more confidence in themselves and in their community. They are able to give reasons for things being right and wrong. There is a positive atmosphere at school and children look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively. Children have very clear values that influence their behaviour; they have a definite sense of what is right and what is wrong. Children enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.

Social Development

Children are able to socialise with a wide range of people and children. We receive positive comments from the community when we go on trips and when we receive visitors. Children build relationships and friendships. We are a close-knit school community and we have created opportunities to widen children's horizons. Children feel they have a say in their school and enjoy coming to school. Children exercise responsibility and leadership in many aspects of school life.

Cultural Development

Children are aware of people from different cultural backgrounds that help to contribute to a positive atmosphere in school. They have an understanding of a world outside their own. Children feel they have opportunities to 'showcase' their diverse talents and feel valued for this. They experience opportunities for awe and wonder.

Safeguarding, Inclusion and Equal Opportunities:

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including SMSC/British Values which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

Protected Characteristics

In adherence to the Equality Act 2010 the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum



and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

Review:

This policy will be reviewed annually by the SMSC curriculum leader and shared with governors.