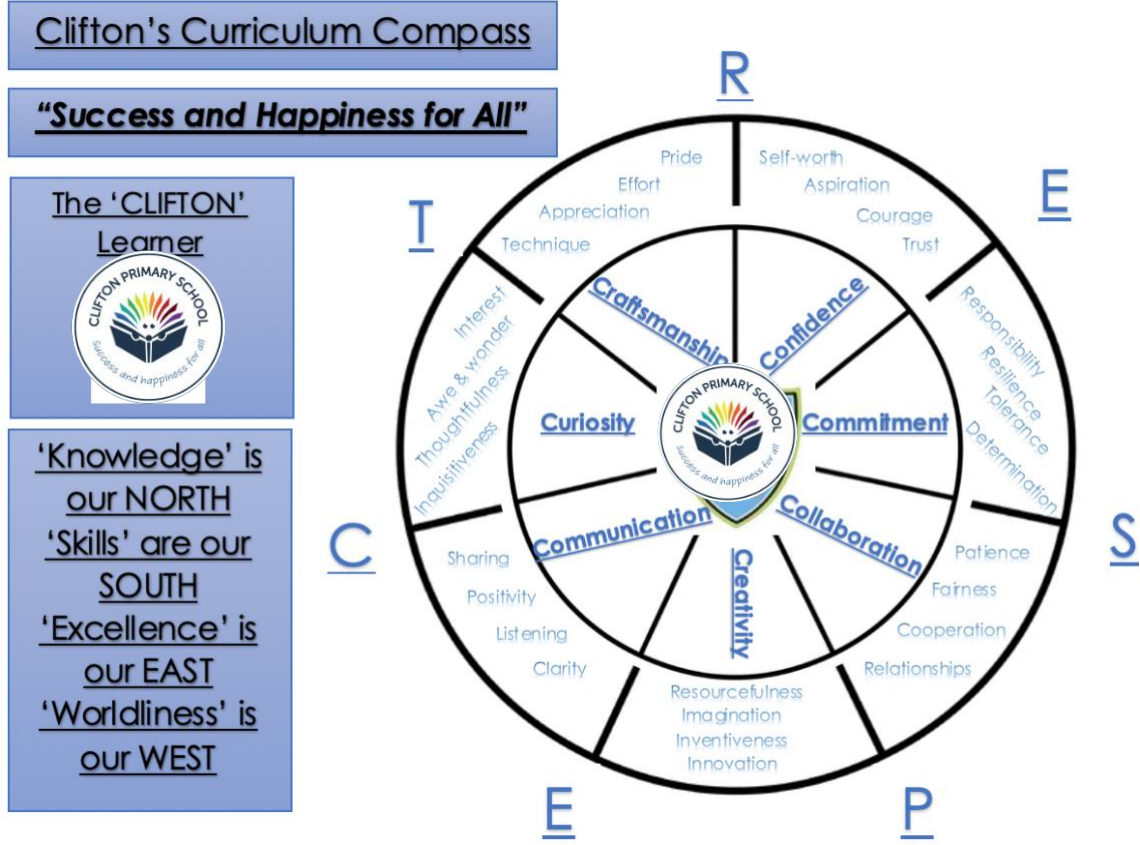


Our School Values at the heart of our curriculum, SMSC Development and Character Education at Clifton Primary School

Our school values are the 'Seven Cs of Clifton' : **Communication; Collaboration; Commitment; Confidence; Creativity; Curiosity; Craftsmanship**. These values and our whole school curriculum is encircled by **RESPECT**. These values are interwoven throughout the whole of our curriculum and are intrinsic to our SMSC development and Character development.



At Clifton Primary School we actively promote the development of pupils' spiritual, moral, social and cultural understanding and hold high value on 'Character education' to enable them to thrive in a supportive highly cohesive learning community.

As a school, our motto is '**Success and Happiness for All**' since we recognise the importance of each child and their contribution to our school community.

<u>Value</u>	<u>Overview</u>
<u>Confident Learners</u>	Children process and evaluate information to work out what they have to do in order to be successful. They take and use information confidently and independently to make reasoned decisions. They actively embrace change, responding positively to new situations, coping well with change.
<u>Creative Learners</u>	Children think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative, valuable solutions and outcomes.
<u>Committed Learners</u>	Children understand the need to concentrate in order to get the most out of their learning. They show resilience and determination in their learning, even when 'the going gets tough'. They are committed to working hard and trying their very best in their learning, understanding the longer term benefits in their futures for working hard and committing to learning, hobbies etc...
<u>Collaborative Learners</u>	Children learn confidently with others, adapting to different contexts and groupings. They listen and take account of different viewpoints. They form collaborative relationships and can resolve issues successfully. They recognize that others may have different opinions and different ways of being successful. They take responsibility for their independent learning.
<u>Craftsmanship Learners</u>	Children organize themselves, showing personal responsibility, initiative and creativity, with a commitment to learning and improving learning. Children take pride in their learning and are proud to show others their work.
<u>Communicative Learners</u>	Children actively engage with learning and the life of the school. They play a full role within the school and wider community.. They communicate their learning in a variety of ways with a variety of audiences and can adapt to the audience presented.
<u>Curious Learners</u>	Children actively want to learn and generate their own learning opportunities. They ask questions of themselves, others and their learning and seek opportunities to find deep and meaningful answers. They look for new ways and means of doing things and new opportunities that could come their way.

The Seven 'Cs' of Success at Clifton Primary School

Progression of the Seven 'Cs' of Success at Clifton

	<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>
<u>Collaboration</u>	<ul style="list-style-type: none"> a. Show an awareness of someone who is talking b. Show an awareness that ones own behaviour affects other people c. Can work in groups with different children d. Listens to other people's point of view e. Begins to recognize that not everyone has the same ideas as them 	<ul style="list-style-type: none"> f. Listens to others, showing attention g. Think of the effect of their behaviour on others before acting h. Can work in different groups, understanding the needs of others in the group i. Describe the point of view of others' j. Recognizes other people have different ideas and all ideas are to be considered 	<ul style="list-style-type: none"> k. Listens first to others before trying to be understood l. Change behaviours to suit different situations m. Can work in a range of different groups and situations, adapting to different roles and responsibilities n. Describe and understand others' points of view o. Recognizes and understands that different people have different ideas and opinions and all need to be valued, even when we disagree.
<u>Confidence</u>	<ul style="list-style-type: none"> a. Can sometimes choose resources to help them in becoming successful within the classroom b. Can use 'Steps to Success' to support their confidence in completing a task. c. Can sometimes make decisions from information given and be able to explain them to an adult. d. Can work in pairs, groups 	<ul style="list-style-type: none"> f. Can choose from a range of classroom resources to support them in being successful in their learning g. Knows that using 'Steps to Success' will support them to confidently complete a task. h. Can make some decisions using given information and sometimes explain reasons. i. Can work in a variety of classroom situations. 	<ul style="list-style-type: none"> k. Can confidently choose from a range of resources the best support for them in being able to confidently succeed in their learning task. l. Independently access 'Steps to Success' to confidently complete a learning task. m. Can confidently make decisions using information found or given and can explain reasons.

	<p>and on their own.</p> <p>e. Is able to adapt to change within the classroom and outside with adult supervision.</p>	<p>j. Can cope with change and new situations, both pre-planned and spontaneous.</p>	<p>n. Can confidently work in a range of different situations, both formal and informal.</p> <p>o. Confidently manages change and new situations, both pre-planned and spontaneous.</p>
	<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>
<u>Craftsmanship</u>	<p>a. Is proud of their work.</p> <p>b. Share with others what they like about their own efforts.</p> <p>c. Choose something that they can improve.</p> <p>d. Make some small improvements, with some support</p>	<p>e. Is proud of their own work, knowing they have done their very best.</p> <p>f. Share with others' a number of positive features of their own efforts</p> <p>g. Identify some areas for improvement</p> <p>h. Attempt to make improvements</p>	<p>i. Can organise own resources and learning materials, knowing what will support them in being successful</p> <p>j. Is proud of their own work, identifying progress made over time.</p> <p>k. Clearly identify own strengths</p> <p>l. Identify areas for improvement</p> <p>m. Seek the opinion of others' to help identify improvements</p> <p>n. Show effort and commitment in refining and adjusting their work</p>
	<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>
<u>Communication</u>	<p>a. Increasingly become active in the many different clubs and activities in school</p> <p>b. Be able to work in groups across school, eg 'House Days', sometimes with the support of an adult</p> <p>c. Communicate learning to their classmates and sometimes to other children in school and the wider community, as planned by and supported by the</p>	<p>e. Play an active role within the school community</p> <p>f. Taking a full part in activities across school where groups of different ages and sizes are formed (such as 'House Days')</p> <p>g. Communicate learning to their classmates, other children in school and other audiences as planned by the teacher</p> <p>h. Can begin to choose the</p>	<p>i. Play an active a full role within the school community, being a role model for younger children</p> <p>j. Leading groups of different sizes and ages across the school</p> <p>k. Communicate to a variety of audiences, both formal and informal, being able to adapt to the needs of the audience</p> <p>l. Use a variety of media to communicate: oral, written, multi-media and understand the needs of the audience</p>

	<p>teacher</p> <p>d. Can begin to make choices about how to communicate their learning</p>	<p>best way to communicate their ideas: written, spoken or multi-media</p>	
	<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>
<u>Curiosity</u>	<p>a. Sometimes asks questions about their learning.</p> <p>b. Can answer questions set by the teacher using given resources to support them.</p> <p>c. To try new things with the help of others</p> <p>d. To talk about things of personal interest</p> <p>e. To join in with familiar and some unfamiliar activities</p> <p>f. Concentrate on things on interest.</p>	<p>g. Can generate some questions about their learning.</p> <p>h. Can attempt to answer their learning questions by using classroom resources to support them.</p> <p>i. To try new things when encouraged</p> <p>j. Enjoy new experiences</p> <p>k. Join clubs and groups</p> <p>l. To talk about new experiences with others</p>	<p>m. Can generate their own questions regarding their learning.</p> <p>n. Can answer own learning questions in detail and can choose how best to communicate these.</p> <p>o. Enjoys new things and take opportunities whenever possible</p> <p>p. Find things to do that give you enjoyment and energy</p> <p>q. Become fully involved in clubs and groups</p> <p>r. Share and discuss new experiences and interests with others</p>
	<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>
<u>Creativity</u>	<p>a. With help, develop ideas</p> <p>b. Respond to the ideas of others</p> <p>c. Respond to questions about ideas</p> <p>d. Act on some ideas</p>	<p>e. Begin to enjoy having new ideas</p> <p>f. Show some enthusiasm for the ideas of others</p> <p>g. Ask some questions in order to develop ideas</p> <p>h. Show enjoyment in trying out some new ideas</p>	<p>i. Generate lots of ideas</p> <p>j. Show a willingness to be wrong</p> <p>k. Know which ideas are useful and have value</p> <p>l. Act on ideas</p> <p>m. Ask lots of questions.</p>

Character Education

The DFE brought out guidance on 'Character Education' in November 2019. They state, 'education for character is already an integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on one hand and outstanding wider personal development on the other.'

The Six Character Benchmarks (p.5/6, Nov 2019):

- A. What kind of school are we?
- B. What are our expectations of behaviour towards each other?
- C. How well do our curriculum and teaching develop resilience and confidence?
- D. How good is our co-curriculum?
- E. How well do we promote the value of volunteering and service to others?
- F. How do we ensure that all our pupils benefit equally from what we offer?

	Four important aspects of character (p.7, Nov 2019):	Links to our 'Seven Cs'
1.	<i>The ability to remain motivated by long term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered.</i>	Commitment; Craftsmanship; Creativity.
2.	<i>The learning and habituation of positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others.</i>	Commitment; Communication; Collaboration
3.	<i>The acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience</i>	Confidence; Communication; Collaboration; Curiosity

4.	<i>An appreciation for the importance of long-term commitments which frame the successful and fulfilled life, for example, to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down roots and gives stability and longevity to lifetime endeavours.</i>	Commitment; Curiosity; Creativity
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SMSC is defined as:

Spiritual Development:

- Pupils to develop their own personality and have respect for different people's feelings and values.
- Pupils to use imagination and creativity in their learning, and are able to reflect on their experiences.

Evidence of this learning can be seen:

1. In every individual lesson where the children are given the opportunity to reflect upon their learning when: checking steps to success, reviewing the work which they have produced and when completing their corrections.
2. When working **collaboratively**.
3. When approaching a question or problem **creatively** and being **curious** about asking and answering their own questions.
4. Through celebration assemblies and rewards given each day in class where children are valued for their individual talents, personalities and their '**craftsmanship**' across a wide range of diverse situations.
5. Providing children with the opportunity to learn about different religions through our RE curriculum so that they gain an understanding of spirituality.
6. Providing children with the opportunity to reflect during collective worship / assembly time.
7. Opportunities to practice mindfulness and stillness in PHSE sessions.
8. Opportunities to appreciate awe and wonder in the world, especially our outdoor local environment through Outdoor Learning.

Moral Development:

- Pupils recognise the difference between right and wrong.
- Pupils understand society's values.
- Pupils develop their understanding of the consequences of their actions which will then encourage them to make reasoned decisions.

Evidence of this learning can be seen:

1. Visitors to the school such as: the local vicar, representatives of the Police, Fire Service and RNLI and school trips and visits, such as to Blue Peter.
2. Through our EAWARE curriculum, which teaches digital resilience and the management of risk online.

3. Through our 'Jigsaw Seal' and 'SCARF' PHSE curriculum.
 4. Through our Behaviour policy where children consider their choices and actions, reflect upon the impact to themselves personally and to others. Where necessary written reflection acts as restorative justice.
 5. Children take ownership of their classroom charters, recognising the environment which needs to be created to allow children to learn and feel safe.
 6. Providing children with the opportunity to learn about society and the rules which govern it through our RE and PSHE curriculum.
 7. Children are involved with **committing** to following the rules of the acceptable user policy.
 8. The use of circle time and 'thinking' sessions to explore issues within the classroom or school environment.
 9. By encouraging children to be ambassadors of our school values when they are undertaking school trips or involved in community events.
10. By using Outdoor Learning as a stimulus for understanding our environment and what we should value and how we should take care of it.

Social Development:

- Pupils to work **collaboratively** with each other and participate successfully in the community as a whole.
- Pupils should have a willingness to develop skills that are necessary to be able to resolve conflicts and to **create** successful relationships.

Evidence of this learning can be seen:

1. Through the participation in a wide variety of sporting and social events where the children grow in **confidence** and have to mix with pupils from a range of backgrounds.
2. By taking children in Key Stage 2 on residential where they have to work **collaboratively** and **communicate** with pupils in different circumstances and often from other schools.
3. A buddy system is used throughout the school to provide children with peer to peer support, build **confidence** and recognise positive role models.
4. Frequent fundraising for local and global charities.
5. Thematic days where children have to work **collaboratively** with others across all ages and abilities, often being asked to think **creatively** and become **curious** about different scenarios and situations.
6. Through the use of talk partners and different ways of **communication** in each lesson.

7. Flexible use of additional adults to provide guidance and support where necessary.
8. The use of **collaborative** learning to enable pupils to **respect** and tolerate others.

Cultural Development:

- Pupils should develop an understanding of their own culture and beliefs.
- They have an appreciation of diversity within their own school.
- They show an awareness of British values and encouraged to take pride in their heritage.
- Pupils will explore and appreciate cultures and religions from around the world.
- Pupils have an understanding and respect for cultural diversity and reflect this in their attitudes and behaviours.

Evidence of this learning can be seen:

1. The use of Literary texts from different cultures, countries and religions.
2. By exploring countries from around the world in the 'The World' area of our curriculum.
3. Sharing and celebrating pupils' diverse backgrounds through topics.
4. The use of interactive displays about other cultures.
5. Assemblies which reflect various religious celebrations.
6. Developing children's knowledge of the diversity found within British society through assemblies, thematic weeks the RE and PSHE curriculum.
7. Participating in and **collaborating** in community events. Adopting strong links with the Parish Council and other community groups.
8. Cultural opportunities are explicitly identified in the RE and Humanities curriculum.

The Six Character Benchmarks (p.5/6, Nov 2019):

Key question:	Evidence:
A. What kind of school are we?	Our school motto is ' Success and Happiness for All '. Our school mission statement is: <i>"We at Clifton Primary School, are dedicated to ensure we provide a happy, supportive, challenging and inspiring learning environment where each child's talents are nurtured and developed so they can flourish and become confident, successful, well-balanced and self-motivated individuals."</i>

<p>B. What are our expectations of behaviour towards each other?</p>	<p>We are a GREAT school! We have GREAT EXPECTATIONS!</p> <ul style="list-style-type: none"> • <u>G</u>ood to talk, even better to listen • <u>R</u>espect yourself, others, school and community • <u>E</u>njoy and achieve responsibly • <u>A</u>ble to make mistakes and learn from them • <u>T</u>ogether, we turn that frown upside-down and reach for the stars! <p>These 'GREAT Expectations' are woven into everything we do, in every session of the day and referred to constantly. They are celebrated each week in assemblies.</p>
<p>C. How well do our curriculum and teaching develop resilience and confidence?</p>	<p>See our 'Seven Cs of Clifton' above and our curriculum compass.</p>
<p>D. How good is our co-curriculum?</p>	<p>Our values are woven into everything we do, therefore our 'co-curriculum' is actually at the heart of our school's 'RESPECT curriculum – see curriculum compass image above.</p>
<p>E. How well do we promote the value of volunteering and service to others?</p>	<p>This has been more challenging during Covid and lockdowns. Serving others is something we are passionate about: we have held numerous coffee mornings, jumble sales, fairs and other events for charities. We have invited charities into school to talk about their work. We have been to sing at a local care home on a number of occasions. We have had a group of children 'womble' (litter-pick) over the holiday periods.</p>
<p>F. How do we ensure that all our pupils benefit equally from what we offer?</p>	<p>We use our Pupil Premium grant to ensure all children have equal access to all of our school offer. We also use our Sports funding premium to ensure all children gain access to a wide range of sporting activities and our very own Clifton outdoor Learning programme. We endeavour to ensure equal access across the year groups to activities and opportunities, e.g. horse-riding.</p>

