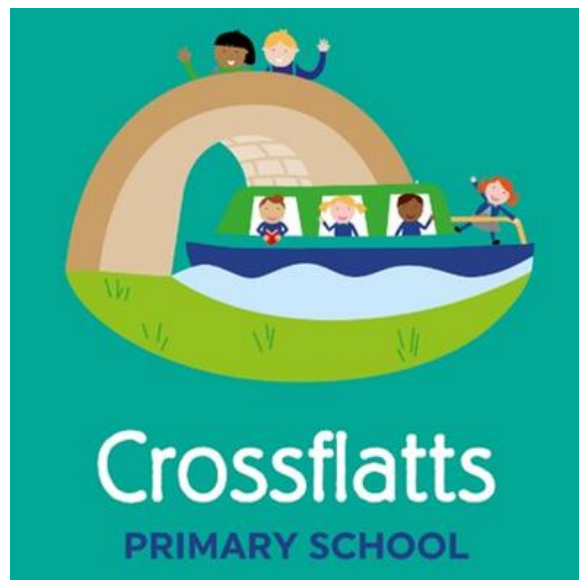


# Crossflatts Primary School

## Character & Culture Policy



Date policy last reviewed:

May 2022

Signed by:

Nicola Bennett

Headteacher

Date: 05/05/2022

Mary Morgan

Chair of governors

Date: 05/05/2022

Last updated: May 2022

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## Statement of intent

**Our Character and Culture Compass is designed to develop the whole child. We are acutely aware of the importance of personal development for our children and firmly believe that they should be given the opportunity to thrive and shine – becoming the best they can be.**

The aim of the Character and Culture Curriculum is to enable our children to become healthy, independent and responsible members of our society. It supports children with their personal and social development and develops their understanding of the moral, social and cultural aspects of society and life. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse community. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our Character and Culture Curriculum is integral to the development of children's values in order for them to cultivate their sense of self and access the wider world as well-rounded, positive contributors to society.

Within our Character and Culture Compass are eight directions which our children follow through a bespoke and clear pathway during their time at Crossflatts Primary School.

The eight points are;

- Core Values
  - Social and Emotional Learning (S.E.L)
  - British Values
- Personal, Social, Health and Economic (P.S.H.E)
  - Relationships and Sex Education (R.S.E)
    - Religious Education (R.E)
    - Above and Beyond
      - Oracy

At Crossflatts Primary School everyone is encouraged and supported to achieve their personal best.

Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.

Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.

Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.

The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, are promoted through an inclusive and varied Character and Culture curriculum at our school.

Our environment is safe and clean with everyone sharing responsibility for it.

Our culture is one of continuous improvement, creativity and enthusiasm.

Parents will be informed about the policy via the school's website <https://www.crossflatts.bradford.sch.uk/web> where the policy and our Character and Culture curriculum and approach, will be available to read and download.

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

Last updated: 15<sup>th</sup> March 2022

## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'
- United Nations Declaration of the Rights of the Child 1989

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- [Complaints Procedures Policy](#)
- [Primary Relationships and Health Education Policy](#)
- [RE Policy](#)
- [RSE Policy](#)
- [PSHE Policy](#)
- [Child Protection and Safeguarding Policy](#)

## 2. Key roles and responsibilities

- 2.1. The governing body has overall responsibility for the implementation of the school's Character and Culture Policy.
- 2.2. The governing body has overall responsibility for ensuring that the Character and Culture Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The headteacher has overall responsibility for reviewing the Character and Culture Policy annually.
- 2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The headteacher will be responsible for the day-to-day implementation and management of the Character and Culture Policy.

2.6.

The Character and Culture Lead is responsible for liaising with other staff and professional agencies to devise suitable schemes of work to ensure a comprehensive Character and Culture education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the Character and Culture curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

### **3. Aims of the Character and Culture curriculum**

The aim of the Character and Culture Curriculum is to enable our children to become healthy, independent and responsible members of our society. It supports children with their personal and social development and develops their understanding of the moral, social and cultural aspects of society and life. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse community. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our Character and Culture Curriculum is integral to the development of children's values in order for them to cultivate their sense of self and access the wider world as well-rounded, positive contributors to society.

3.1. Pupils will learn all of the knowledge and skills outlined in the PSHE and RSE curriculum

3.2. They will learn the knowledge and skills outlined in the R.E curriculum

3.3. They will learn British Values and apply them

3.4. They will be supported in their social and emotional development

3.5. They will be enriched by experiences which extend beyond the typical school day

3.6. They will have the skills and opportunities to contribute to their school and wider community

3.7. They will become adept at speaking, listening and understand the importance of communication

### **4. Teaching methods and learning style**

4.1. A range of teaching and learning styles are used to apply our Character and Culture strategy

- 4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 4.3. As in all lessons; 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include guidance such as:
- Choosing our language carefully.
  - Being mindful of our tone and volume.
  - Listening carefully to our peers and adults.
  - Being respectful of the opinions, views and experiences of others.
- 4.4. Pupils can engage in investigations and problem-solving activities.
- 4.5. All pupils are encouraged to play an active role in their local community via experiences such as litter picking, improving the environment and showing care and understanding for other members of their class, school and wider society.
- 4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any visiting speakers are closely monitored by school staff who will use their professional judgement to ensure that content does not contravene this policy and is in line with our policy for Character and Culture.
- 4.7. The school consults with the local community on matters related to Character and Culture to ensure that local issues are covered in lessons and beyond.
- 4.8. Pupils' questions are answered respectfully by staff.

## **5. Timetabling and cross-faculty involvement**

- 5.1. PSHE, RSE, R.E are all undertaken in carefully timetabled lessons. (see relevant policies)
- 5.2. SEL, British Values, Core Values, Oracy and Above and Beyond are woven into the fabric of the every day experience for our pupils.
- 5.3. All members of staff are responsible for Character and Culture at Crossflatts Primary. This can be via modelling spoken language, conversations, communication, interventions, assemblies, ad-hoc lessons, etc.

## **6. Safeguarding, reports of abuse and confidentiality**

- 6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
- Bullying (including cyberbullying)
  - Physical abuse

- Sexual violence
  - Sexual harassment
  - Sexting
  - Initiation rituals.
- 6.2. All staff are aware of indicators which may signal that children are at risk from, or are involved, with serious violent crime. These may include:
- Increased absence from school, changes in friendships/relationships with older individuals or groups.
  - A significant decline in performance.
  - Signs of self-harm or a significant change in wellbeing.
  - Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs, e.g. county lines
- 6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to one of our DSLs (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as one of our DSLs and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 6.6. The school will involve one of our DSLs in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their class teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.



- 6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving or methods of self-harm or suicide and the use of emotive language, videos or images.

## **7. Tailoring Character and Culture**

Character and Culture at Crossflatts Primary is entirely tailored to suit the various age, stage and needs of our pupils. Please see PSHE, RSE, RE policies for more details on the tailoring of those subject areas.

Core Values are tailored very specifically through our I Can statements, which demonstrate how each core value might be met at each stage of the pupils' journey through our school.

## **8. Features of the Character and Culture Compass (taken from our Character and Culture Intent)**

### Core Values

Our Core Values are embedded throughout the children's journey at our school. Through bespoke lessons, assemblies, consistent expectations and our everyday behaviours, our core values are the backbone of our school life and all that we strive to be as members of the Crossflatts family.

Our 'Crossflatts Core Values I Can' statements demonstrate clear and progressive objectives for our children to meet each of our Core Values, whatever their age and stage.

### Social and Emotional Learning

Social and Emotional Learning is an absolute cornerstone of our Crossflatts Character and Culture curriculum. Woven into our everyday lives, positive relationships, opportunities to express ourselves and experiences to develop our social skills, S.E.L is a part of the fabric that makes Crossflatts. Children are exposed to lessons, texts and wider world experiences which create natural gateways for enhancing their social and emotional skills, resilience and capabilities. More than ever, a holistic approach to these areas of development is fundamental.

### British Values

British Values have played a significant role in the lives of our children for many years at Crossflatts. They consist of; democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

British Values are encompassed within our learning via cross curricular links, e.g. R.E, Oracy, English, History, etc. The children engage in debates, vote in democratic elections for our well established Pupil Parliament, are exposed to current affairs, practice listening to one another and much more.

By developing our own Core Values, our children are practicing British Values all of the time.

### Personal, Social, Health and Economic (P.S.H.E)

Our PSHE curriculum intends to encourage all children to have an excitement for life and a confidence and belief in themselves. We want the children to have a certainty that they can not only achieve their goals but also have resilience to face challenges and take risks in our increasingly complex world. Children are encouraged to investigate who they are and who they want to be, celebrating diversity and learning from others. Our children follow a robust PSHE curriculum which teaches them to stay safe, be kind, look after themselves and others and develop their perception of their own strengths, characteristics and that which defines them.

### Relationships and Sex Education (R.S.E)

At Crossflatts, Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of our young people.

RSE is taught as explicit lessons through the PSHE and science curriculums but is also embedded in other areas of the curriculum and day-to-day life of Crossflatts.

### Religious Education (R.E)

Our Religious Education (RE) curriculum is designed to excite and captivate our children in order to ensure that children feel comfortable to explore not only their own beliefs and ideas but those of their peers too. This is achieved through a variety of ways at Crossflatts including celebration days, visits to places of worship in the local area, inclusion of the community and parental involvement. With strong links to our PSHE curriculum, our RE learning enhances and develops the children's social, moral, spiritual and cultural development.

### Above and Beyond

Throughout their time at Crossflatts, all of our children are enveloped in a broad range of experiences which go far above and beyond our National Curriculum.

Through regular trips, visits and wider world opportunities, our children are encouraged to make the most of every single day. Examples of Above and Beyond at Crossflatts include our Big Start, which is a whole school experience to kick start our academic year, such as a circus on our field, a steam train trip, or the Crossflatts Big Start Festival.

Within our school grounds is our own forest - Dingley Dell, a cycle track, our goats (Salt and Pepper) and our chickens. By simply attending our school, the life experiences of our children are enhanced.

We develop our children's sense of community by making links with local residential homes, hosting visitors from our local area and large scale events such as Rose Day.

Our children experience Money Week, visit places of worship, star in shows, and so much more, it is no exaggeration that our school goes Above and Beyond every single day.

### Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a vital tool for learning; by teaching children to become more effective speakers and listeners, at Crossflatts we empower them to better understand themselves, each other and the world around them.

At Crossflatts Primary School, we believe spoken language to be essential in the development and achievement of our children across the whole curriculum. We strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities, intervention and the whole ethos of our school.

Children are taught how to be effective communicators through oracy projects that feature skills such as storytelling, debating and presenting. It is critically important for our children to know that their voice is valuable and heard, and be articulate, confident communicators - which links to all elements of our Crossflatts Compass.

## **9. Assessment**

- 9.1. The school sets the same high expectations of the quality of pupils' work in Character and Culture as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.
- 9.4. Assessment of Character and Culture as a whole varies from standard testing and assessment methods. Well-being and Involvement scores, feedback and anecdotal

evidence will form part of the overall assessment of the impact of the Character and Culture Curriculum.

- 9.5. Assessment of individual subjects within Character and Culture (PSHE, RSE and RE) are undertaken in accordance with their own policies.

## **10. Monitoring and review**

- 10.1. This policy will be reviewed by the headteacher on an annual basis.
- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 10.3. The next scheduled review date for this policy is March 2023.

Please refer to the school's PSHE, RSE and RE policies for further information on these aspects of the Character and Culture Strategy.