



CRABTREE JUNIOR SCHOOL

Social Curriculum Policy

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REVIEW RECORD

Name of Policy	Date of Review (term and year)
Social Curriculum	Autumn 2015
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date Staff notified (via staff meeting or notice board)
Subject Leader Head teacher	December 2015
Date adoption recorded in Governing Body Minutes	Date of Next Review
	Autumn 2018

COPY OF POLICY KEPT IN POLICIES FOLDER IN SCHOOL OFFICE and Curriculum Policy folder in Head teachers office.

RECORD OF AMENDMENTS	

Crabtree Junior School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Crabtree Junior School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

The Social Curriculum policy has superceded the PSHE, SEAL and Citizenship policy and underpins British values, SMSC and PREVENT.

At Crabtree Junior School, we believe our school is a unique place to work and learn. It has an individual identity that combines traditional values with a modern, vibrant vision. Children lie at the heart of this successful school. Staff bring a breadth and depth of professional knowledge and encourage a learning culture with a strong ethos of inclusion. This is further supported by a sympathetic and enabling Governing body.

Introduction:

The personal development of pupils plays a significant part in their ability to learn and achieve. The national Curriculum (1999) clearly sets education within the context of the spiritual, moral, social and cultural development of children, and of society.

At Crabtree Junior School this means all our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local communities.

In doing so, every pupil learns to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils also find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities, in line with British values. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Aims

- Offer a wide variety of teaching and learning styles within the social curriculum, with an emphasis on interactive learning and the teacher as facilitator.
- Provide information which is realistic and relevant and which reinforces positive social norms.
- Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- Help children to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Linked to other whole school approaches e.g. assemblies, groups work across the curriculum, and providing a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- Ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- Provide opportunities for children to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

PSHE and C

Crabtree Junior School follows the Jigsaw scheme of work that is in place across both infant and junior schools-

‘Jigsaw brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. Designed as a whole school approach, Jigsaw provides a comprehensive scheme of learning for Foundation Stage to Year 6. Jigsaw holds children at its heart and its cohesive vision helps children understand and value who they are and how they fit and contribute to the world.’

Across the year 6 puzzles or themes are covered within the scheme:

- Dreams and goals
- Celebrating difference
- Being me in my world
- Healthy me
- Relationships
- Changing me

All year groups work on the same puzzle or theme at the same time.

This enables each Puzzle to be launched with a whole school Jigsaw assembly, generating a whole school focus and highlighting key learning messages. The children then work through the Pieces (lessons) of that Puzzle at their own level in each year group for the following 6 weeks. Each Puzzle culminates in an ‘End of Puzzle Outcome’ e.g., a Garden of Dreams and Goals, and a whole school assembly providing opportunities for each year group to share their work, enabling every member of the school to take part and feel valued.

Weekly achievement assemblies add a focus on specific behaviours or attitudes, helping the learning of the lessons to permeate every aspect of children’s life at school.

- Each Puzzle starts with a whole school assembly and an original song (taught in classes) for that Puzzle.
- Each year group studies a parallel Piece of the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes.
- Teachers have access to all the resources appropriate for the particular Piece that the children are working on: film clips, images, PowerPoint, PDF’s, story books & links to online resources, etc.
- There are game and activity suggestions with printable resources provided in PDF format that can be re-used for future lessons.
- All year groups can participate in an end of Puzzle outcome, e.g. a display or exhibition (like the Garden of Dreams and Goals) which is shared and celebrated by the entire school.
- Teaching strategies are varied and are mindful of different learning styles and the need for differentiation.

Jigsaw raises self-awareness, group awareness, collaboration skills, teamwork experience, respectfulness, etc., preparing children for the wider world and their position in it.

‘Jigsaw contributes to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values have been mapped across every Puzzle and every Piece (lesson).’

SMSC:

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings, values and faiths.

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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

Appendix 1

British Values:

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

This is also set out in the DfE Teachers Standards that:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

“not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs “ (Teachers Standards 9d) The Government’s definition of British values is set out in the 2011 Prevent Strategy; in 2014, it became statutory to publish how these are promoted in each school.

Democracy

The children learn about democracy in a range of contexts which are meaningful to them. Our Head boy and girl, School Council, School Sports Teams, Pupil Voice and Pupil questionnaire are ways that we provide the experience of being part of a democracy. All of which, offer the children at Crabtree Juniors an opportunity to have an active role in decisions that are made and consequently prepare pupils for their role as future citizens and members of society.

Members of the School Council and Head boy and girl are elected each year, following speeches made in class and/ or whole school assemblies by those wishing to represent the school.

Our School Council meet half termly to discuss issues, and agree ways in which provision for certain aspects of school life can be further enhanced and developed. There are two elected school council members from each class.

The whole school have the opportunity to feed ideas to the School Council through class discussion with ideas taken to meetings where they are further discussed and actions are proposed by the council members.

Every year, there is a pupil survey, and children are encouraged to express their views freely – the results of these are analysed and fed back to children and parents.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced through throughout the day, as well as when dealing with behaviour. Clear structures provide a framework, within which the children can develop an understanding of how good laws and rules benefit everyone.

Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. This is embedded through our Values ethos, Jigsaw lessons, school assemblies and class charters. As a school we work to provide children with good role models to guide our pupils into making the right choices this is also supported in the wider community through the use of visitors/ visits including police, fire-fighters, local politicians and local public figures.

Individual Liberty

Within school, the pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Through the provision of a clear context for learning, and a framework of expectations, boundaries are provided, within which the children are safe and empowered to make choices.

Children are respected individuals, and are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise those safely, for example through E-Safety lessons and workshops.

Children are encouraged to develop responsibility, think independently and make sensible choices. Our play leaders are also trained to help and encourage other children make sensible choices when problems may arise during playtime.

Mutual Respect

Mutual respect is at the heart of our values, and is clearly articulated in our Code of Conduct. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. At Crabtree we take pride in participating in regular charity events- each of our four houses chooses a charity over the course of an academic year, and raises money for those causes that are close to our hearts. As a school we continuously promote the importance of manners towards others and this is always evident with the children at Crabtree, whether they are in school or outside of school. Additionally, we expect parents and carers to also advocate the use of manners and respect for others outside of school life.

At Crabtree we also provide many opportunities to work as a team as part of raising the profile of mutual respect. This is encouraged through a range of contexts in school and outside of school including; Whole school sports day events, Year 6 Crucial Crew trip, Values days, sports competitions, year 5 and 6 residential visits as well as day to day lessons.

Tolerance of those of Different Faiths and Beliefs

Tolerance is also a value that is widely promoted as part of our school values ethos, it is also core to school life.

We value the diverse ethnic background of all pupils and families and undertake a variety of events and lessons to celebrate these, especially through our daily assemblies. We have found this approach to be enriching for all parties as it further educates and supports the understanding of tolerance and respect for the differences in our community and the wider world. Underpinning all of this are a range of curriculum themes, which include a study of diverse cultures and traditions through Religious Education lessons.

We place a great emphasis on promoting diversity within the school and wider world. Children visit places that are of importance to different faiths, and visitors are invited into school, as appropriate topics are studied.

These values are implicitly embedded through the ethos of our school and curriculum. They are reflected within each area of the curriculum and we are always working on ways that we can ensure that these values are enhanced.

PREVENT

WRAP training, delivered by the head teacher to all staff is part of our commitment to keeping our pupils and the school community safe. Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

We ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Governors also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at Crabtree has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2015
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for maintained schools 2014

Equal opportunities

All children cover the content made statutory by the programmes of study within the National Curriculum regardless of age, ability and gender in line with the school's policy.

Disability

Our vision and values will reflect the 6 elements outlined in the Disability Discrimination Act 2005: the school will, when carrying out its functions have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

Assessment

Assessment of the social curriculum is ongoing throughout the year. At the end of each Jigsaw unit teachers make an informed assessment against pre-set criteria, ranking children depending on whether they are below, at expected, or working at greater depth within the expected standard for their year group.

A portfolio of work from each puzzle or theme is collated by the subject leader supported by the above.

Evidence for SMSC is also collated by the social curriculum and RE subject leaders on a separate document held by the social curriculum subject leader.

Links

This policy links to other school policies on:

- Sex and Relationship Education
- Drug Education
- Drug Incidents
- Child Protection
- Equal Practice / Inclusion
- E Safety
- Behaviour and anti-bullying
- Vision and Values

Pamela Doran December 2015