



CLARENDON PRIMARY SCHOOL
Together we shine



Clarendon Primary School

School Context Policy

Approved by the Governing Board – October 2025

Clarendon Primary School School Context Policy

As a school community, we believe our children possess unique gifts and qualities, and as such they have the right to succeed, recognise their own greatness, and develop who they are in a respectful and caring environment. Our school ethos is firmly rooted in our values with a 'love of learning' being the foundation of everything we do... So that 'Together We Shine.'

Values...

Challenge
Love of Learning
Aspiration
Resilience
Enjoyment
Nurturing
Determination
Optimism
Nobody left behind
Sharing

Vision
Acceptance
Leadership
Uniqueness
Everyone
Success

Aims...

- to provide a safe, secure, caring, stimulating and attractive environment which encourages high standards and the correct attitudes to learning
- to create a happy atmosphere where children feel valued and live together amicably with tolerance and respect for the views, faith and culture of others
- to ensure that children are aware of their responsibilities to other people, family and community and respect the property of others
- to provide a structured and fair learning experience which encourages self – discipline, independence & resilience
- to encourage children to do their best in all areas of learning i.e. intellectual, social, cultural, physical, moral/spiritual and creative and to support their all-round development
- to offer a broad, balanced, adapted and enriching curriculum that meets the requirements of the National Curriculum & Yearly Years Foundation Stage (EYFS), whilst equipping children with basic skills and knowledge on which to build for the future
- to treat children equally and ensure all have equal access to the curriculum. Every effort will be made to identify children with special needs and the more able, in order to offer appropriate support and challenges, so that the needs of all children are being met
- to work in partnership with parents for the benefit of their children and welcome parental involvement in school
- for everyone to aspire to aim high and achieve their own potential
- to ensure that children become responsible and caring members of our modern British society
- to remember that **'Together We Shine'**

Introduction

The detailed knowledge of our school intake, outlined below, illustrates how important it is for us not to stereotype any learner with blanket labels, either ethnically or religiously, and to remember few groups are completely homogeneous in: culture, language and social or economic circumstances as well as learning or physical needs. We promote the spiritual, moral, social and cultural development of all our learners and within this, fundamental 'British Values'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf.

Community cohesion demands that whilst we are not a school of any one religion we are fully aware of the intricacies of our contextualised information and work hard to support our learners and their families as well as prepare them to understand the wider community in which we live, both regionally and nationally.

Religion

Religion	Total
Muslim	85%
Christian	9%
Not stated	4%
Buddhist	0.4%

Hindu	0.6%
JOh	0.4%
Other Religion	0.8%
Total	100%

Ethnicity

Total number of Ethnic Minority Learners 90%

Ethnicity	Percentage
Refused	1.3%
Indian	14.6%
Pakistani	36.4%
Black – African	15.6%
White – British	4%
Any other ethnic group	8%
Any other White background	3.3%
Any other mixed background	2.6%
Bangladeshi	Less than 1%
Kashmiri	Less than 1%
Other Asian	5.5%
Any other Black background	1.5%
White & Black African	1%
White Irish	Less than 1%
White & Asian	3.7%
Total	100%

Mobility - Academic Year 2024 – 25 (Reception – Year 6)

Learners Admitted	7.1% 30 learners
Learners Leaving	6.4% 27 learners

Languages Overview

Total number of learners who have English as an Additional Language (EAL) - 74% / 336 children

Total number of languages spoken – 35

First Language	Autumn 2025
Urdu	24%
Gujarati	7.7%
English	25.6%
Somali	6.6%
Kurdish	6.8%
Arabic	4.6%
Pashto	4.8%
Oromo	4.4%
Panjabi	1.9%
Slovak	1.3%
Tamil	1.3%
Persian or Farsi	1.1%
Romanian	1.1%
Hindi	4 Learners
Czech	3 Learners
Bengali	3 Learners
Yoruba	3 Learners
Hungarian	2 Learners
Igbo	2 Learners
Russian	2 Learners
Nuer/Naadh	2 Learners
Dutch/Flemish	2 Learners
Italian	2 Learners
Portuguese	1 Learner

First Language	Autumn 2025
Farsi	1 Learner
Polish	1 Learner
Amharic	1 Learner
Croatian	1 Learner
Hindko	1 Learner
Malayalam	1 Learner
Manding	1 Learner
Romani	1 Learner
Spanish	1 Learner
Tigre	1 Learner
Tigrinya	1 Learner
Not specified	1 Learner

School Context Guidance

The following guidance and information has been collated to clarify our established provision, which is reflective of the community we serve and is reviewed frequently to ensure concerns raised are fully addressed.

The Right to Withdraw

The legal rights of parents and carers with regards to withdrawing children from Religious Education and Collective Worship are set out below.

Parents and carers are asked to state their request in writing, where possible, and then meet with the Headteacher or Deputy Headteacher to clarify any concerns and the arrangements for withdrawal. Any parent or carer making withdrawal enquiries in addition to those identified on the withdrawal list must be referred to the Headteacher.

All staff are aware of the learners in their class whose parents or carers wish for them to be withdrawn from RE or Collective Worship or both and the list, which contains this information, is updated annually or before if necessary.

If any individual learner makes a request to be withdrawn from a lesson, and this has not been previously agreed with the parent or carer, staff must not enter into further discussion about this with the child concerned and never in a group situation but instead seek advice from the Headteacher or Deputy Headteacher. The decision to withdraw is a family decision; which should not be highlighted to others or discussed in class, this approach is fully respected by all staff.

Relationships & Health Education

Since the summer term 2021, under the Relationships Education, Relationships and Sex Education (England) Regulations 2019 (updated 2025), made under sections 34 and 35 of the Children and Social Work Act 2017 it is compulsory for all primary schools to provide Relationships and Health Education. Primary schools *may* also choose to provide sex education other than that covered by the science curriculum. However, to clarify, in response to the 2019 regulations, our school has chosen not to provide sex education, other than that covered by the statutory science curriculum. Therefore, the right to withdraw from sex education is no longer relevant at our school. It should also be noted that parents and carers may not withdraw their children from any part of Relationships or Health Education nor the science curriculum as all are statutory and therefore participation is compulsory. This includes the puberty talks, which were previously optional, prior to 2021. These sessions are focused only on the changes that occur during puberty at an age-appropriate level. The details of Health Education at our school are covered in the PSHE (Personal, Social, Health and Economic) Education policy.

Please see the Relationships Education Policy and PSHE Education Policy on the school website for further details.

Religious Education

The content of the RE curriculum, in all community schools, is dictated by the Locally Agreed Syllabus. Every Local Authority, in England and Wales, is required by law to establish a SACRE (Standing Advisory Council on Religious Education). Each SACRE consists of four committees: representing local faith groups (Committee A); the Church of England as the established Church in England (Committee B); teacher associations and unions (Committee C) and the Local Authority (Committee D). When a vote is taken each committee has only one vote each. The number of members in Committee A in Bolton is determined by the percentage of adherents to any one group in the town.

By law the material to be taught in the Locally Agreed Syllabus must reflect the main religious traditions as represented in Great Britain. Local Authorities can give more time to the dominant faith groups in the area. Consequently, this is reflected in the case of Islam in Bolton as it is taught in all key stages across primary and secondary year groups.

In community schools it is illegal to teach in a 'confessional' style. Therefore, all teachers plan from the scheme of work in place and do not deviate from this content. RE is an academic subject and teaching is about knowledge, understanding and the development of appropriate skills to deal with a range of concepts and ideas. It is not about trying to convert someone to any one particular religion or sharing our own beliefs as individuals as this would be inappropriate due to the influence we have on the learners in our care. The outcomes of high quality teaching and learning in RE are expected to play a major part in community cohesion and to explore questions of identity, diversity, similarities and differences and discrimination in an objective manner. At our school during RE lessons and in all interactions we emphasise respect for all cultures and beliefs.

Please see the RE Policy on the school website for further details.

Collective Worship

Collective worship must be, by law, of a wholly or mainly of a broadly Christian character and not reflective of any one denomination. It must have regard for the family backgrounds of all learners, their ages and aptitudes. Therefore, collective worship at our school, whether in the hall or in class time, will:

- Appreciate the beliefs and cultures of others;
- Celebrate religious festivals and national events;
- Celebrate success;
- Be reflective of current affairs including national, international and local issues;
- Include a variety of elements at different times including: story, music, drama, poetry and reflection;
- Take place in an appropriate, reflective atmosphere created through the use of a variety of audio and visual stimuli;
- Include the promotion and understanding of British Values and the UNCRC.

Collective worship at our school is known as key stage or class assemblies.

All key stage and class assembly themes are sensitive to and reflective of the diverse nature of our community. Class or year group assemblies are extremely well attended by parents and carers.

Festivals

On an annual basis Christmas, Easter, Eid ul Fitr, Eid ul Adha, Ramadan, Diwali & Holi, are discussed and celebrated in line with our school ethos and values. We aim to ensure through our: school events, class assemblies, Christmas performances, religious festival celebrations, fundraising, collective worship planning, UNCRC work and RE curriculum that we recognise the wealth of diverse backgrounds and cultures of our families and as such our learners are taught to respect the religious beliefs and cultural traditions of others.

For those who do not usually take part in collective worship, we ensure that parent or carer permission is sought for participation in class assemblies or performances that are linked to religious festivals. This approach has been proven to be acceptable to parents and carers and is appreciated as it allows some flexibility and many who do not take part in collective worship and RE often take part in class assemblies, particularly when the theme is not linked to a religious festival. We respect the rights of all our families but also provide a balance of themes that mainly focus on shared values and moral messages alongside the celebration of religious festivals.

Individual Worship

Senior Leaders and Governors understand and appreciate the importance of individual worship for many of our families however, as a non-denominational community school, we do not facilitate daily prayers for any faith during the school day. In the interests of equal opportunities, to do so could also potentially involve planning to supervise large numbers of learners and prepare the area beforehand, which is not feasible during our short lunchtime provision with due regard for staff and their right for a break during the school day also. Families who wish their children to pray at lunch time can speak to a member of the Senior Leadership Team and consideration will be given for the children to be collected and taken off site to pray.

PE (Physical Education), Dance & Music

Swimming is a statutory requirement as part of the PE curriculum therefore parents and carers cannot withdraw from these lessons. It is essential that all learners are taught to swim as early as possible as the minimum expectation by the end of KS2(Y6) is that children should be able to swim at least 25 metres. Governors recognise that additional swimming lessons help children to achieve this and fund two additional years of swimming lessons for KS2 children.

Girls and boys have separate swimming lessons and all changing facilities are single sex. Any learner who is fasting during the period they are timetabled for swimming may be excused on health and safety grounds and remain in school. However, the school endeavours to ensure that swimming is arranged outside of Ramadan; the main month of fasting for Muslim learners.

Dance is also a statutory requirement as part of the PE curriculum therefore parents and carers cannot withdraw from these lessons. Learners do not have to dance with members of the opposite sex and we ensure that all our movement is neither inappropriate or provocative.

Those learners who wish to cover their hair during PE and games are asked to wear a 'quick release' type headscarf with a Velcro fastening. This fulfils religious requirements and ensures health and safety risks are minimised. In KS2 only, the boys and girls change for PE in separate classrooms.

Music is also a statutory requirement of the National Curriculum and parents and carers cannot withdraw their child from these lessons.

Please also see the PE and Music policies on the school website for further information.

Occasional Day Allocation

This is an annual agenda item for the Governing Board.

The feasibility of scheduling school holidays to coincide with the two Eid festivals, Eid-ul-Fitr and Eid-ul-Adha is discussed annually at a Governing Board meeting, as the majority of our learner population are Muslim and therefore not to do so would have a significant impact on school attendance levels and put under potential unnecessary pressure families who celebrate. As far as possible, occasional days are utilised so that the school is closed for Eid. However although the holiday list incorporates the predicted dates this cannot be guaranteed to be accurate. Consequently, in line with Local Authority advice, those celebrating the festivals (learners and staff) are permitted an approved absence for a day for each festival if the school is not closed already.

Halal School Meals

Halal meals have been made available through the School's own catering service and all relevant staff received approved training. The school is HMC certified and is inspected annually.

Ramadan & Fasting

Although fasting during Ramadan is only obligatory for those of Muslim faith once they reach puberty, we recognise that some families may wish their child to fast before this age and it is important for class teachers to be aware of this. Children below Year 5 are not permitted to fast. Children in Years 5 & 6 must complete a permission form and notify school if their child is fasting. Children will only be permitted to fast if their health and safety is not compromised.

Please also see the Fasting Statement of Practice on the school website for further information.

Summary

Any queries regarding these aspects of our provision must be referred sensitively and immediately to the Headteacher or Deputy Headteachers by the member of staff or stakeholder concerned. The child, parent or carer should be informed that enquiries will be made regarding their query and a member of the Senior Leadership Team will speak to them as soon as possible.

All staff receive regular guidance and support so that they have a secure understanding of all the religions, beliefs and cultures of our learners. However, we are not at all complacent and open dialogue between parents and carers and school is encouraged. Any query from a parent, carer or child of any religion or culture would be treated equally and on an individual basis.

We are able to support all parents and carers on matters of community cohesion and any other whole school or individual issue. We serve a diverse, multicultural community, as such, we continue to be active in celebrating and promoting the wealth of cultural diversity we have in our school. Our successful reputation is built on these foundations.

October 2025