

# **Personal, Social, Health, Economic, Spiritual, Moral and Cultural Education**

(PSHEE and SMSC)

## **September 2016**

## AIMS AND OBJECTIVES:

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and to become healthy, independent and responsible members of society.

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

They learn to understand and respect British Values (defined as rule of law, democracy, tolerance, individual liberty and mutual respect/tolerance), diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The aims of PSHE and SMSC are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- understand those concepts, such as tolerance, respect and liberty, which are foundational to our liberal and democratic society;
- to appreciate the role of Britain's parliamentary system and democracy in general;
- acquire those skills, such as those relating to personal safety, discussion and decision-making, which are vital to their well-being and their interaction with others;
- be aware of safety issues;
- understand what makes for good relationships with others, understanding how to resolve conflict;
- have respect and understanding for the beliefs, feelings and values of others;
- be independent and responsible members of the school community;
- be positive and active members of society investigating moral and ethical issues;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- recognise right from wrong, understand consequences;
- for pupils to understand and appreciate the range of different cultures and faiths;
- to increase awareness of issues on the world wide stage and promote a caring and sympathetic approach to those less fortunate than themselves;
- to ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, technology, gangs, relationships and substance misuse.

## HOW IS PSHE/SMSC ORGANISED IN THE SCHOOL?

- In some classes PSHE is timetabled weekly and in others, sessions are held as and when required. It is also taught through cross-curricular opportunities eg drama, science.
- In addition to this we provide enrichment activities to support the curriculum such as the school charity vote in the autumn term, Etiquette Week, DARE (Drugs and Resistance Education), Cool to be Kind Week and guest speakers eg dentist visit in year 2, police and fire services, NSPCC.
- School trips to places of worship, Houses of Parliament.

- Extensive sports curriculum.
- The residential trip in the Star Room makes an important contribution to the pupils' personal, social, emotional development.
- Assemblies support the delivery of PSHE/SMSC through planned themes and are used to launch specific themes, for example respect, caring and sharing.
- The values and attitudes promoted by the staff influence behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.
- School Council and Prefects provide a sense of democracy and decision making amongst the children.
- Specific sessions on puberty, relationships etc.
- Buddy system between Green Room and Star Room.

## WHAT TEACHING AND LEARNING METHODS ARE USED IN PSHE/SMSC?

### Methods of approach:

A variety of teaching and learning strategies (eg. Circle time/role play) are used to deliver PSHE/SMSC which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE/SMSC lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

### Assessment/Monitoring:

This presents a challenge and primarily will focus on feedback from the pupils themselves through observation, discussion, pupil questionnaires and participation in groups.

Foundation stage pupils will be assessed according to the Foundation Stage profiles.

### Links with other policies:

We recognise the clear link between PSHE/SMSC and the need to reference other policies such as those listed below:-

- Sex and Relationship Education
- Drug Education (including Alcohol and Tobacco)
- Teaching and Learning
- Equal Opportunities
- Safeguarding
- Behaviour
- Anti-Bullying