

ST. PAUL'S C. E. PRIMARY SCHOOL



**St Paul's Primary School
PSHE & C, SMSC and
Modern British Values Policy**

Proverbs 22 verse 6:

Train up a child in the way he should go;
even when he is old, he will not depart from it

PSHE & C, SMSC and Modern British Values

RATIONALE

Personal, social and health education and citizenship (PSHE&C) help to give pupils the knowledge, skills, attitudes and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

At St. Paul's C.E. school, PSHE&C is at the heart of every school day and holds an integral part of the whole curriculum. We believe that the promotion of health and wellbeing, managing feelings and relationships, respect and support of our community and modern British values will make vital tools for our pupil's development in later life. We take very seriously the responsibility that schools have to provide a broad and balanced curriculum, which is tailored to the needs of each cohort.

DEFINITION

PSHE&C is concerned with the total well being of the individual towards others and the environment. It is concerned with:

- * Mental, emotional and physical well- being of the individuals
- * The responsibility of the individual towards others and the environment
- * The education and understanding of the mental, physical, emotional, spiritual, environmental and cultural and social influences that shape the community and the interactions of individuals within it.

Within PSHE&C we explicitly recognise:

- * Health Education involve engaging the children in activities that promote their physical well being and encouraging and adventurous approach to exercise, daily living, fresh air and exploration both un and out of school
- * Drug Education involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and illegal drugs. See policy on drug education and drug incidents
- * Sex and Relationships education is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction.
(See Sex Education Policy).
- *Modern British Values

PURPOSES, AIMS AND OBJECTIVES

In our school we will aim through implicit and explicit learning experiences to:

- * Promote the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- * Prepare pupils for the opportunities responsibilities and experiences of adult life.
- * To promote the modern British values of: The rule of law, tolerance, individual liberty, democracy and mutual respect.
- * Acknowledge and inform pupils about their rights as children and their responsibility for the rights of others.
- * Entitle all children to receive sound information about keeping healthy and safe, emotionally and physically.
- * Develop an awareness of social, economic, political and ecological issues in the wider world.
- * Nurture mutual trust and respect between individuals and groups.
- * Develop understanding and tolerance.
- * Encourage the development of informed and responsible healthy life choices.
- * Develop positive attitudes towards health.
- * Foster self respect and self esteem among all members of the community.
- * Give opportunities for the children to experience awe and wonder
- * Prepare pupils for the opportunities responsibilities and experiences of adult life

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SPIRITUAL DEVELOPMENT

As a school we aim to promote opportunities that will enable pupils to:

- Reflect upon their beliefs and values in a safe, still environment.
- Appreciate and respect the values and beliefs of others.
- Openly discuss their interests, opinions, experiences, values and beliefs and explain.
- Explore a range of possibilities and situations through deep thought.

MORAL DEVELOPMENT

As a school we aim to promote opportunities that will enable pupils to:

- Appreciate, respect and respond appropriately to others views and beliefs.
- Distinguish between right and wrong.
- Make sensible and informed choices.

- Show concern for the sustaining and care of the environment and wider community.

SOCIAL DEVELOPMENT

As a school we aim to promote opportunities that will enable pupils to:

- Understand the features of a healthy relationship.
- Develop positive friendships and understand a range of relationships.
- Show consideration for others needs and interests.
- Demonstrate compassion, kindness and respect to everyone they meet.

CULTURAL DEVELOPMENT

As a school we aim to promote opportunities that will enable pupils to:

- Embrace and celebrate the diverse British culture which unites us.
- Explore British values of: democracy, rule of law, individual liberty, mutual respect and tolerance.
- Develop understanding of social and economic structures and workings.

MODERN BRITISH VALUES

We aim to promote Modern British values of: Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance through whole school opportunities and through class values. Each class in Key Stage is assigned a value and Key Stage 1 and Foundation Stage share the value of mutual respect. These values are covered in the PSHE&C curriculum as used in school.

Within the taught and hidden curriculum i.e. the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the homes believing that these, alongside school links are essential dimensions of health education. We promote the discussion of issues to be spoken and debated with context and within a safe emotional environment.

GUIDELINES

Activities will be planned to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in delivery of this policy. These will include:

- * School council
- * Circle time
- * Imaginative writing
- * Reflection, sharing and showing
- * Role play and drama
- * The use of video and ICT

- * Visits and visitors, when appropriate
- * Class lesson time
- * Class assembly time
- * Peer education
- * Structured group work
- * Play and games
- * Discussion and debate (groups/whole class)
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At St Paul's Primary School we believe all activities planned should be intended to enhance self esteem, communication skills, values clarification and decision making.

PLANNING

As a school we are following the recommended PSHE association curriculum and teachers will use the learning objectives from this document to inform their planning. As PSHE&C is no longer a mandatory subject to be taught in schools, learning objectives will be divided into taught discrete sessions, cross-curricular assessment opportunities and teacher assessment of the pupils.

The whole school will follow 3 core themes, these are:
 Autumn term – Health and Wellbeing
 Spring term – Relationships
 Summer term – Living in the wider world.

These themes will form the basis of whole school enrichment and parent involvement opportunities. As we believe the PSHE&C curriculum should be led by the student's needs, teachers will follow the finding from the previous year's audit to plan for the pupil's interest effectively.

DIFFERENTIATION

Differentiation and progression will be ensured by a variety of approaches:

- * The same activity but different expectations of outcome
- * The same theme but different levels of input
- * Allowing for as different pace of working
- * Different groupings of children
- * Developing different modules of work at different times of the year for different abilities

MONITORING AND ASSESSMENT

The assessment of PSHE&C will take place through teacher assessment marking when a discrete session has taken place and will be headed with

clear learning objectives taken from the PSHE Association curriculum. Teacher will use their knowledge of the children to complete 'day –to – day' assessment of PSHE&C. Teachers will input their assessments on the classroom monitor system which will be monitored every term by the PSHE&C co-ordinator.

PSHE/SMSC IN SCHOOL LIFE

As we feel PSHE&C is integral to the life of the school day, we provide a range of extra activities and opportunities to support PSHE&C. See attached interventions and groups.

THE CO-ORDINATOR

Monitoring

The co-ordinator will monitor assessments on classroom monitor every term. The PSHE&C co-ordinator will also conduct a pupil consultation with a group of students from each cohort and a teacher audit annually. This triangulation of data will be reviewed by the co-ordinator annually and will inform the next steps for planning a tailored curriculum to each cohort, based on the issues the students are most interested or feel they need to know about that year.

Planning

The PSHE&C co-ordinator will provide planning and assessment files to each teacher, which includes a copy of the review findings for their cohort with recommendations of areas to cover, from the co-ordinator. The PSHE&C co-ordinator will review and update these files every term and will update staff on changes with PSHE&C. The co-ordinator will plan whole school PHSE opportunities every term, most of these opportunities will include parental and community involvement and the involvement and promotion of outside agencies.

CONCLUSION

This policy addresses how best to teach PSHE&C and to fulfil the wider aims of the school in providing a broad, balanced and coherent curriculum. It relates to all other policy documents concerning the curriculum and should be read in conjunction with the school's policies on Behaviour and Discipline, Equal opportunities, Health and Safety, Special Educational Needs, Assessment and R.E. Policies.

The policy was reviewed in May 2017