



PSHE Policy including

Spiritual, Moral, Social and Cultural Development  
and British Values

To be reviewed Spring 2021

## **DEFINITION - PSHE (PERSONAL, SOCIAL, HEALTH, ECONOMIC) EDUCATION SMSC (SPIRITUAL, MORAL, SOCIAL and CULTURAL) EDUCATION**

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon British values, such as inclusion, acceptance and honesty.

**National PSHE CPD Programme, 2015, Babcock 4S & University of Roehampton**

SMSC and British Values, DfE, 2014:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

## **THE AIMS AND OBJECTIVES OF PSHE EDUCATION IN THE CURRICULUM**

### **AIMS**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. 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.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form effective, fulfilling relationships that are an essential part of life and learning.

### **OBJECTIVES/PUPIL LEARNING OUTCOMES**

The PSHE/Citizenship programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose
- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy relationships
- Make and act on informed decisions
- Communicate effectively
- Apply a restorative approach to conflict resolution
- Work with others effectively
- Respond positively to challenge and appropriately manage feelings of anxiety
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **PUPIL CONSULTATION**

- The PSHE Lead and teachers of PSHE will have specific expertise which will help to inform areas of key learning through the PSHE curriculum; however the PSHE curriculum can benefit, and increasingly address children's needs, when they are consulted about their own personal, social and citizenship development. Pupil consultation can take place across the whole school, within particular classes, via the school council. Pupils should consider questions such as:
- What sort of person they would like to be by the time they leave this school?
- What qualities, skills, attitudes and values are important to them as people?
- What key issues they would like to address through their PSHE curriculum?
- Are there any behaviours/issues/circumstances specific to their school and community that they would like to examine?
- How confident are they at doing and saying the things they want to say and do?

This can be developed further by asking pupils how they feel the school could support their learning in relation to these issues and what wider initiatives the school could implement to support them e.g. friendship benches, peer mentoring systems, peer mediation, school council/active citizenship, transition projects.

## **THE ORGANISATION OF PSHE WITHIN THE SCHOOL**

PSHE takes a whole school approach and is proactively led to prioritise and address mental health and wellbeing. PSHE as a subject helps to embed the school aims, values, SMSC, behaviour to engage successfully, and safeguarding principles.

PSHE is timetabled and discretely taught on a weekly basis in each class. It is also taught through cross-curricular opportunities, for example Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy. On occasions it may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family appropriately.

In addition to the taught PSHE curriculum we provide enrichment activities to support the curriculum such as a Healthy Living week and Feeling Good week.

Assemblies support the delivery of PSHE and SMSC through planned themes and are used to focus upon specific values, activities and topics; for example positivity, courage, perseverance, love and nurture.

## **THE CONTENT OF THE SCHOOL'S PSHE CURRICULUM**

PSHE is taught through the programme 'HeartSmart'.

HeartSmart is about wholeheartedness. It is an approach that helps to build character, emotional health and resilience in children, as well as teaching them the necessary components of the PSHE curriculum. It is a creative way of enabling children to adopt a growth mindset whilst maintaining a healthy emotional epicentre. It works on the evidence based theory that increasing relational connection empowers children

to flourish and achieve more. At its core, HeartSmart is about loving and accepting ourselves as well as loving and responding well to others.

Boris, HeartSmart's very own purpose-built Robot, provides a fun, interactive and dynamic way for children to explore their hearts, the very thing that makes them unique.

HeartSmart has principles which are taught in each half term.

| Autumn 1       | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|----------------|---|--|--|---|--|
| Get HeartSmart | Don't forget to let love in<br><br>Learning how important, loved and valued we are. | Too much selfie isn't healthy<br><br>Exploring the importance of others and how to love them well. | Don't rub it in, rub it out<br><br>Understand how to process negative emotion and choose forgiveness to restore relationships. | Fake is a mistake<br><br>Unpacking how to bravely communicate truth and be proud of who we are. | No way through isn't true<br><br>Knowing there is a way through every situation, no matter how impossible it may seem. |

The PSHE Association Programme of Study - KS1

This framework has been developed using the PSHE Association Programme of Study and includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

For details of the PSHE objectives covered in each term, please refer to the PSHE Pathway Plan.

### **RELATIONSHIPS EDUCATION**

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships Education involves a combination of sharing information and exploring issues and values. It is taught within the personal, social, health and economic (PSHE) education curriculum and focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See the draft policy on Relationships Education for more information.

The specialist areas of:

- Relationships Education
- Drug Education
- Economic Wellbeing and Financial Capability
- Emotional Health and Wellbeing
- Safety Education, and
- Healthy Eating/Healthy Lifestyles

## **SEN**

It is a part of our PSHE policy that all children feel included and able to access the PSHE discussion. Teachers differentiate activities in the classroom in the usual way.

We are aware that a very special set of circumstances may affect children's learning in PSHE.

Circumstances at home or events in the child's past may affect their responses to session content, and children's ability to discuss sensitive and difficult issues is dependent on their emotional and social development. Teachers know the children in their own classes, and are best placed to adapt the tone and content of discussions to meet the needs of the children in their classes. We offer extra time and support to children who need it.

## **PARENT/CARER INVOLVEMENT**

The school believes that it is important to have the support of parents/carers and the wider community for the PSHE curriculum. Parents/carers are provided with opportunities to find out about and discuss the schools' programme through

- parent/carer curriculum subject events
- parent/carer evenings
- involvement in policy development
- involvement in curriculum development
- information leaflets/displays
- the school website
- homework activities
- the school newsletter
- special activities

## **THE USE OF EXTERNAL CONTRIBUTORS**

External Contributors, e.g. school/family planning nurses, community police, fire officers, local experts, parents, local and/or national charities, and PSHE based production groups help to make a valuable contribution to the PSHE/Citizenship programme. Their input is carefully planned and monitored so as to fit into and complement the programme. External contributors are used where this adds 'additional' value to that of a school member of the teaching staff.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme, safeguarding and ensuring that PSHE ground rules are in place.

## **EFFECTIVE PSHE PEDAGOGY**

A variety of teaching and learning strategies which take into account pupils' age, development, understanding and needs are used to deliver PSHE. Pupils work in a safe, secure climate that is conducive

to exploring their own and others' attitudes, values and skills. Teachers and staff are sensitive to pupil and family situations and backgrounds and give consideration to these issues when planning the lessons.

Effective PSHE 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
- 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 using first-hand learning to achieve positive ends.

## **PSHE - MONITORING, EVALUATION, ASSESSMENT, RECORDING AND REPORTING**

### **MONITORING:**

The PSHE co-ordinator will monitor the delivery of PSHE through observation, planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision.

### **EVALUATION:**

Evaluation of the PSHE curriculum will be conducted on the basis of:

- pupil and teacher evaluation of the content, activities and learning processes
- staff meetings to review and share experience

### **ASSESSMENT:**

Assessment is a planned part of teaching and learning which helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. Assessment in PSHE allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

### **RECORDING AND REPORTING:**

Information and records on academic achievements, other skills and abilities, and progress made in school are maintained for every pupil. PSHE is included in the school report and comments relating to pupil progress in PSHE are provided for parents/carers.

### **LINKS WITH OTHER POLICIES:**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Relationships Education Policy
- Teaching and Learning Policy
- Equal Opportunities/Single Equality Scheme
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- E-safety Policy

## **TRAINING AND SUPPORT FOR STAFF**

All staff benefit from specific PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET and staff meeting programme, drawing on staff expertise and/or a range of external agencies.

Staff have access to the following websites:

- Surrey Healthy Schools [www.surreyhealthyschools.co.uk](http://www.surreyhealthyschools.co.uk)
- PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Sex Education Forum [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)
- Active Surrey <http://www.activesurrey.com/>
- Children's Food Trust <http://www.childrensfoodtrust.org.uk/>
- Healthy Surrey <http://www.healthysurrey.org.uk/>