

Policy on PSHCE and SMSC

Personal, Social, Health and Citizenship Education and Spiritual, Moral, Social and Cultural development.

(see also Behaviour and Discipline; Drugs; Food; Health, Safety and Welfare; Relationship and Sex Education)

1 Aims and objectives

- 1.1 We believe that education in PSHCE and SMSC enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. Our pupils are taught how society is organised and governed, and we ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHCE and SMSC helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.
- 1.2 Our objectives in the teaching of PSHCE and SMSC are for all of our children:
- to be able to demonstrate fundamental British values
 - to know and understand what is meant by a healthy lifestyle;
 - to be aware of safety issues;
 - to understand what makes for good relationships with others;
 - to have respect for others;
 - to be thoughtful and responsible members of their community and their school;
 - to become active members of our democratic society;
 - to develop self-confidence and self-esteem;
 - to make informed choices regarding personal and social issues;
 - to develop good relationships with other members of the community.

2 Teaching and learning style

- 2.1 We use a range of teaching and learning styles to meet the PSHCE AND SMSC requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.
- 2.2 Through discrete and integrated teaching, as well as during collective worship, we actively encourage children to adopt our school ethos and values. These are broken down into our school core values or "values for life": Respect, Honesty, Teamwork, Passion, Self-belief and Determination. These are displayed and recognised throughout all phases of the school.
- 2.3 In September 2017 we introduced the 'Star Family System'. West View's family system encourages a structure whereby older children and younger children can work together, alongside staff, to create a mutually beneficial environment to facilitate growth and learning. With an emphasis on teamwork and collaborative learning, the family system gives children throughout school the opportunity to make positive contributions to their

school community. Through developing pride, involvement and participation, children are able to gain high levels of self-esteem and become well rounded individuals with a real sense of belonging.

3 PSHCE and SMSC curriculum planning

- 3.1 We teach PSHCE and SMSC in a variety of ways. Sometimes, for example, when dealing with issues in drugs education, we teach PSHCE and SMSC as a discrete subject. On other occasions, we introduce PSHCE and SMSC topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHCE and SMSC, we deliver a considerable amount of the PSHCE and SMSC curriculum through our religious education lessons.
- 3.2 We also develop PSHCE AND SMSC through various activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters, and we hold regular 'Star Family' events where the children work collaboratively. We offer two residential visits in Key Stage 2, where there is a particular focus on developing pupils' independence and self-esteem, and giving them opportunities to develop leadership skills and positive group work.

4 The Early Years

- 4.1 We teach PSHCE and SMSC in reception classes as an integral part of our topic work. As the reception class is part of the Early Years of the National Curriculum, we relate the PSHCE and SMSC aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE and SMSC matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

5 PSHCE AND SMSC and Computing

- 5.1 Computing makes a contribution to the teaching of PSHCE and SMSC in that children in Computing, classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

6 PSHCE AND SMSC and inclusion

- 6.1 We teach PSHCE and SMSC to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action will lead to the creation of an Individual Education Plan (IEP). When teaching PSHCE and SMSC, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHCE and SMSC targets (see SEND code of Practice).
- 6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

7 Assessment for learning

- 7.1 Our teachers assess the children's work in PSHCE and SMSC both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be

able to do at the end of each year, these are covered by our Key Performance Indicators (KPIs).

- 7.2 Our teachers are asked to audit the coverage of PSHCE and SMSC against the KPIs. This ensures that children are exposed to all aspects of the PSHCE curriculum and gaps in teaching are highlighted as they progress. This can be referred to and addressed throughout the academic year.
- 7.4 We do not set formal examinations in PSHCE and SMSC. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense. Progress in PSHCE and SMSC is monitored through the KPI tracking data.

8 Resources

- 8.1 We keep resources for PSHCE and SMSC in a central store, in topic boxes for each unit of work. We have additional resources in the library. Our PSHCE and SMSC coordinator holds a selection of reference materials for teaching sensitive issues.
- 8.2 The school has a subscription to the online resource, 'Go Givers' – an SMSC programme for Primary Schools. It is an initiative of the Citizenship Foundation that encourages and enables young people to engage in a democratic society. The programme focuses on raising standards across the curriculum by stimulating children's imaginations, developing empathy and providing opportunities for critical thinking and problem solving.

9 Monitoring and review

- 9.1 The planning and coordination of the teaching in PSHCE and SMSC are the responsibility of the PSHCE and SMSC subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHCE and SMSC;
 - gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
 - uses specially allocated, regular management time to review evidence of the children's work and to observe PSHCE and SMSC lessons across the school.
- 9.2 This policy will be reviewed at least every two years.

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