



Social, Moral, Spiritual, Cultural and Health, Sex & Relationships Education, Policy

(See also Behaviour and Discipline; Drugs; Health & Safety, E-Safety, RE and Collective Worship)

April 2015

1 Aims and objectives

1.1 We believe that SMSC (Social, Moral, Spiritual and Cultural) and PSHE (Personal, Social, and Health Education) should enable 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 develop their sense of self-worth. We ensure that the children experience the process of democracy through participation in the school council (Pow Wows). We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

1.2 The objectives of SMSC and PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- be able to co-operate and understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society
- develop a clear moral code and British values;
- promoting racial, religious and other forms of equality;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the community
- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
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2 Teaching and learning style

2.1 We use a range of teaching and learning styles to meet the PSHE 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, for example charity fundraising, the planning of special school events (such as Year 4 planning and running an annual Advent

Fair), 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 local clergy or representatives from the Royal British Legion, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3 PSHE and SMSC curriculum planning

3.1 We teach a considerable amount of PSHE and SMSC as a discrete subject using the SEAL materials, which are planned and delivered as a weekly Circle Time session for each class. Drugs education is also provided. On other occasions we introduce PSHE and SMSC topics through curriculum subjects. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and SMSC, so we deliver elements through our religious education lessons.

3.2 We also develop PSHE and SMSC through various activities and whole-school events, for example the Pow Wows and playground marshals from each class (Years 1-4) meet regularly to discuss school matters. We hold regular multicultural days. We have made links with other schools in which there are pupils with a range of cultural backgrounds. We offer a residential visit in Year 4 to Laches Wood Outdoor Education Centre, Coven, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

(See PHSE Scheme of Work - Appendix 1 and Audit of SMSC Provision – Appendix 2)

4 EYFS

4.1 We teach the prime area of Personal, Social and Emotional Development through Circle Time using the SEAL materials, show and tell but it is also an integral part of the curriculum through continuous provision and adult led activities.

5 Teaching PSHE and SMSC to children with special needs

5.1 PSHE and SMSC are accessible to all children, regardless of their ability. We provide learning opportunities matched to the individual needs of children with learning difficulties.

5.2 For gifted and talented pupils, additional opportunities are provided for them to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

6 PSHE and SMSC and E-Safety

6.1 Children 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. Pupils are taught to recognise breaches of agreed moral

codes where they arise – for example, in the press, on television and the internet as well as how to deal with e-safety issues.

7 Sex & Relationship Education (SRE) / Family Life Education

- 7.1 This aspect of our children's education is part of a broad and balanced curriculum and each child's all round development covering
- attitudes and values
 - personal and social skills
 - knowledge and understanding

At Marshbrook, we teach elements of SRE, such as what makes a good friend, how to care for other people and to respect yourself. SRE includes important life skills, too, such as the ability to say no and ask for help. The biological aspects of reproduction are taught at Middle School.

The key strands to be covered are shown in the Scheme of Work in Appendix 1

8 Assessment for learning

- 8.1 We assess the children's understanding of PSHE and SMSC by making informal judgements, through observation during lessons, and through assessment of the work done. We use our assessments to inform future lessons and meet the needs and interests of pupils in each individual class.

9 Resources

- 9.1 We have a selection of reference materials for teaching sensitive issues. SEAL and 'What's the Score . . .' materials are used in Circle Time. Resources for PSHE taught through other curriculum areas are stored alongside those curriculum areas.

10 Monitoring and review

- 10.1 An SMSC audit of provision has been carried out.
- 10.2 This policy will be reviewed every three years.

Appendix 1

Mentbrook First School PSHE & Citizenship Schemes of Work

	Autumn 1 -	Autumn 2 -	Spring 1 -	Spring 2 -	Summer 1 -	Summer 2 -
PSHE/Citizenship/SW/SC	Rules Good Learner Skills	Hygiene and Drugs Handwashing Getting on and Falling Out Anti Bullying	Living for Goals Brain Awareness Healthy Lifestyle	Good to be me Fire safety (including what to do in an emergency) Multicultural Awareness	Relationships Emotional Health and well being Sun Awareness	Changes Money Looking after the environment
<p>Water safety (including what to do in an emergency) to be taught during swimming sessions when not in the pool</p> <p>SEAL materials, Drugs and Money resources can be found</p>						

Programmes of Study	
<p>Core theme 1: Health and Wellbeing In Key Stages 1 and 2, pupils should be taught:</p> <ul style="list-style-type: none"> what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing things, such as poverty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing. 	<p>Core theme 2: Relationships In Key Stages 1 and 2, pupils should be taught:</p> <ul style="list-style-type: none"> how to develop and maintain a variety of healthy relationships within a range of sociocultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships.
<p>Core theme 3: Living in the Wider World In Key Stages 1 and 2, pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:</p> <ul style="list-style-type: none"> about respect for the self and others and the importance of responsible behaviour and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people's lives a basic understanding of enterprise. 	

AUDIT OF SMSC PROVISION		April 2015
<p>1. The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> ■ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values ■ sense of enjoyment and fascination in learning about themselves, others and the world around them ■ use of imagination and creativity in their learning ■ willingness to reflect on their experiences. 	<p>We teach about different faiths. The Staffordshire RE syllabus encourages discussion of secular world views and philosophies as part of the planning process using "Issues and Questions" and "Lifescence and Reflection" (See RE planning)</p> <p>We hold faith days eg Islam day, Hindu day</p> <p>Assemblies are planned to include different faiths and encourage a sense of enjoyment and fascination</p> <p>Children are encouraged to be imaginative and creative through music, art, drama and role play (See Art, music and Literacy planning)</p> <p>Reverend Brown takes regular assemblies monthly.</p> <p>All children participate in Christmas productions</p> <p>Children put on Easter and Harvest Assemblies for their parents.</p> <p>Each class puts on an assembly for their parents each year to celebrate and showcase their learning for that term</p> <p>We organise an annual carol concert at St Michael's Church.</p> <p>Festivals from other cultures are celebrated as part of the curriculum - eg Diwali, Chinese New Year</p> <p>Halloween disco organised by newly formed Parent Group.</p> <p>Children use our wildlife area to study nature as well as visiting Cannock Chase nature reserve in Year EY and 4</p> <p>Children learn sign language along with respect for those who are different from themselves.</p> <p>Children are taught to recognise right and wrong, think about consequences and investigate moral and ethical issues through our RE and PHSE curriculum. (See RE and PHSE units of work)</p> <p>We hold SEAL assemblies and use a range of SEAL materials</p> <p>We raise awareness of people who are worse off than ourselves and raise money for charities eg Harvest Festival raised money or donations of food for Age UK or local food bank.</p> <p>Poppies are sold by the Year 4 children to raise money for war heroes.</p> <p>PSCO comes into school and attends events such as the Summer Fair.</p> <p>We have a PREVENT Governor who has made links with our PREVENT Delivery Officer for Staffordshire Police.</p> <p>Through e-safety lessons children learn about cyberbullying and how to prevent it.</p> <p>Children are taught to look after the environment through PHSE sessions and events such as Walk to School Week, Best Kept village Competition etc.</p>	
<p>2. The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> ■ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England ■ understanding of the consequences of their behaviour and actions ■ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. 		

<p>3. The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> ■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds ■ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively ■ acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p>Opportunities for pupils to interact socially eg inter-school sports events, visit to culturally diverse link school.</p> <p>The school contributes to many community events, which children are encouraged to attend or perform at eg Carol singing at Victorian Fayre and the market, Fun Run competition, Santa Dash etc</p> <p>The whole school uses Good Learner Skills which encourage good communication and listening and are reported to parents on a termly basis.</p> <p>Our Year 4 children organise a whole school advent fair enterprise event.</p> <p>British values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We hold daily assemblies which uphold traditional values of empathy, respect and tolerance. They are also reinforced in the following ways:</p> <p>Democracy</p> <p>At the beginning of each new school year the children decide upon their class rules and the rights associated with these.</p> <p>In KS2 children vote for others to take on particular 'jobs' or roles of responsibility in school.</p> <p>We have a school council which meets regularly to discuss issues raised in class and encourages pupils to express their views.</p> <p>We also have an E-safety Committee, ECO Committee and Playground Marshalls who are elected by the members of each class</p> <p>The Rule of Law</p> <p>Pupils are taught that laws are there to protect us, our rights and the rights of others. Pupils are expected to abide by various laws in school, such as playground rules, lunchtime rules and classroom rules. They are taught about rewards and consequences through the implementations of our school's behaviour policy. Through PHSE/SEAL work children are taught how to resolve conflicts. We have a positive relationship with our PCSO who visits regularly and attends special school events when his working pattern allows.</p> <p>Individual Liberty</p> <p>Children learn about key events and figures in British history that have led to the democratic and liberal freedoms we enjoy in Britain. We aim to create a safe environment through which pupils are encouraged to make choices such as how they make things in D&T, or participation in our numerous extra-curricular clubs. We have a clear anti-bullying policy. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons.</p> <p>Mutual Respect</p> <p>Respect is highlighted in our school motto and is at the heart of our values. Children are</p>
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<p>4. The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> ■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others ■ understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain ■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain ■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities ■ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<p>encouraged to respect all members of the community through PHSE lessons, assemblies and incidental events. Good manners are taught, role modelled and encouraged.</p> <p>Tolerance of those of Different Faiths and Beliefs</p> <p>Marshbrook is situated in an area which is not greatly culturally diverse, therefore we place an emphasis on promoting diversity with the children. Assemblies include stories and celebrations from a variety of faiths and cultures. Our RE lessons reinforce this. In PHSE children discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations Discriminatory incidents are challenged and reported to governors and the Local Authority.</p> <p>We hold multicultural days and encourage a range of multicultural visitors. The children in Year 2 visit and make links with a culturally diverse school in Walsall. We have a named PREVENT governor who has made links with our PREVENT Delivery Officer for Staffordshire Police.</p> <p>Children study the lives of significant historical figures and key events in British history e.g. Bonfire Night and the story of Guy Fawkes, visit from 'Shakespeare' on St George's day, as well as studying local history</p> <p>In Key Stage 2 studies are broadened to include the Stone Age to the Iron Age, Tudors and Romans and their significance and impact on Britain.</p> <p>Children learn how to maypole and morris dance, accompanied by the accordion.</p> <p>A range of different cultures are celebrated through music lessons (see Music planning).</p> <p>Children study a range of artists and their work during Art lessons (see Art planning).</p> <p>We annually celebrate Remembrance Day and other significant events such as the commemoration of the outbreak of the First World War, the olympics, the Golden Jubilee, St George's Day.</p> <p>Children in Year 4 learn to play guitar including finding out about famous musicians</p> <p>We buy in an ensemble of musicians who perform each year for the children</p> <p>Children hold democratic elections to decide who will represent their class on whole school committees.</p> <p>Assemblies include stories and celebrations from a variety of faiths and cultures. Our RE lessons reinforce this. In PHSE children discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations. We hold multicultural days and encourage a range of multicultural visitors. The children in Year 2 visit and make links with a culturally diverse school in Walsall.</p>
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