

# Fletewood School

## PSHE, SMSC & Citizenship Policy

### Introduction

At Fletewood School, PSHE (Personal, Social Health and Economic Education), SMSC (Spiritual, Moral, Social and Cultural) and Citizenship are essential parts of everyday life through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people 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. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics should be explored within the context of both. PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils in our school.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives

### Aims

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- have respect for themselves and others, valuing the differences and similarities between people;
- Promote the spiritual, moral, social, cultural (SMSC), mental and physical development of pupils at the school
- Prepare pupils for the opportunities, responsibilities and experiences of teenage and adult life, including developing an understanding of and need for prudent financial planning
- develop good relationships with other members of the school and wider community;

- be independent, self-disciplined, responsible and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues, including developing responsibility for their own actions
- encourage pupils to respect fundamental British values
- Understand the difference between right and wrong and help them develop their moral compass

## **The Curriculum**

PSHE is taught throughout the school using a variety of methods including, but not limited to, circle time, group time, whole class and whole school assemblies, topical conversations, cross-curricular activities, and through links with the local community. Through these discussions and lessons, we offer the children many opportunities to expand their understanding of personal, social, health and economic development, both locally and globally. PSHE is designed to be flexible at Fletewood School so we can focus on the current needs of our children and community. We use 1Decision as our main resource for lesson plans and themes in KS1 and KS2. We use Think Equal in Early Years (See curriculum overview Year A and B for more detail.)

### **Early Years and Key Stage 1**

Children are taught how to keep their bodies safe and private, and that the space around them is their personal space, which they are entitled to. They recognise that there are a number of people they can talk to if they don't feel safe.

Children are taught the importance of keeping our bodies healthy through healthy eating, exercise and developing a healthy mind.

Children are given the opportunity to discuss medicines and drugs and how they can affect their bodies. They are taught about medicines prescribed by doctors and why they help us. They learn about signs and symbols, including danger symbols, to show if something may cause them harm. Issues are discussed with the children as they arise and are not left to a set time in the academic year.

### **Key Stage 2**

Across Key Stage 2, we build on what the children have learned throughout Key Stage 1 in order to help them to be able to make informed decisions for themselves. Areas of PSHE that we address include: E-safety (taught in isolation throughout the school at the start of every academic year, and then discussed as the need arises throughout the year); healthy eating and living (including drugs, alcohol, food and exercise); developing a healthy mind; keeping their bodies safe and giving them the information to empower themselves.

Time is always given to discuss issues as they arise, as we believe that children should feel that they have a voice, are listened to and feel safe and comfortable to discuss any issues that may

be troubling them. This is also encouraged through the forum of the School Council, where each class has chosen representatives and Welfare monitors to voice their needs and concerns.

## **Recognising Achievement**

The school already has in place effective means for recognising pupils' achievements:

- School Values Cup
- School Values charts
- Star of the Week
- Diligence Award
- Courtesy Award
- House Point system
- Headteacher Awards
- 50 Things booklet

Fletewood School is committed to giving pupils the best possible preparation for life and the teaching of PSHE has a central role in helping us fulfil this aim.

All children participate in CAP (Child Assault Prevention) workshops, which highlight how children can keep safe in school, at home and in the community. They are taught how to be 'Safe, Strong and Free'. Teachers further enhance this teaching throughout the academic year.

## **Spiritual, Moral, Social and Cultural (SMSC)**

At Fletewood School we recognise that the personal development of pupils spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Fletewood School and is an essential ingredient of school success.

### 1. Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

## 2. General Aims

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

## 3. Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils 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
- develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use their imagination and creativity in their learning
- be willing to reflect on their experiences
- develop into self-assured, confident, happy, positive young people
- sustain their self-esteem throughout their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences

- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life

#### 4. *Moral Development*

As a school we aim to provide learning opportunities that will enable pupils 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
- understand the consequences of their behaviour and actions
- show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues
- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- develop their own moral sense and distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements
- understand the impact of their actions on other people

***All of these can be developed through our school's five core values: Respect, Resilience, Co-operation, Happiness and Compassion.***

#### 5. *Social Development*

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

- use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- demonstrate a 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
- accept and engage 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
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence
- to have the confidence to undertake difficult tasks
- encounter a wide range of experiences
- question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination
- develop an understanding of their individual and group identity

- learn about service in the school and the wider community and develop an understanding of the roles within our community – police, healthcare, the Post Office, Parliament, etc.
- know the value and importance of making a positive impact on the lives of other people

## 6. Cultural Development

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

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand, appreciate and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participate in and respond positively to artistic, sporting and cultural opportunities
- interact easily with people of different cultures and faiths
- explore, improve understanding of and show respect for different faiths and cultural diversity
- 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
- recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

## 7. Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through their enthusiasm for and modelling of learning. We will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Assemblies, lessons, class discussions extra-curricular activities and circle time will give pupils opportunities to:

- talk about personal experiences and feelings
- listen and talk to each other
- agree and disagree
- express and clarify their own ideas and beliefs
- share thoughts and feelings with other people
- explore relationships with friends/family/others

- consider the needs and behaviour of others
- develop self-esteem and a respect for others
- show empathy
- develop a sense of belonging
- speak about difficult events, e.g. bullying, death etc
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.
- develop an awareness of treating all as equals and accepting people who are physically or mentally different.
- take turns and share equipment
- work co-operatively and collaboratively

#### 8. *Links with the wider community*

- Visitors are welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it

### **British Values**

Schools are required to teach British values as part of their responsibility for promoting the Spiritual, Moral, Social and Cultural (SMSC) development of their pupils. In doing this they can also show that they are ‘actively promoting fundamental British Values.’

At the heart of these values, lie good relationships in which teachers and students work together towards common goals. Much work was already in place to support and embed these values and it is our aim to ensure we effectively share this with pupils, staff, governors and the wider community. These values are integral to our school vision and ethos and are reinforced regularly.

The British Values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

### **Aims**

#### Democracy

- To understand and respect the democratic process
- To teach pupils how they can influence decision- making through the democratic process
- To promote pupil voice in the decision-making process and help pupils to express their views
- To support children to debate and defend a point of view
- To understand the value of team work.

#### The rule of law

- To help pupils to distinguish between right and wrong and to support children in taking responsibility for their actions.
- To ensure the school rules are fair and expectations are consistent
- To provide pupils with a broad general knowledge of, and promote respect for, public institutions and services.
- To help pupils to understand that living with rules and laws helps to keep us safe and protects us.
- To teach pupils aspects of civil and criminal law and discuss, at an appropriate level, how this may vary in Religious law.
- To develop restorative justice through behaviour policies

#### Individual liberty

- To support pupils to develop their self -esteem, self-knowledge and self confidence
- To educate the children about their own rights and responsibilities
- To ensure the children understand their rights and responsibilities
- To encourage pupils to take responsibility of their own behaviour.
- To model freedom of speech through pupil participation, ensuring the protection of vulnerable pupils

#### Mutual respect

- To support children in working co-operatively with one another and respect one another's opinions and views.
- To help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- To encourage pupils to show initiative and to understand how they can contribute positively to the lives of those in the local community and to society more widely.

#### Tolerance of those with different faiths and beliefs

- To teach pupils to challenge prejudicial or discriminatory behaviour
- To promote respect, understanding, acceptance and celebration of individual differences and a diverse society.
- To develop critical personal thinking skills
- To challenge stereotypes

British Values are developed across the curriculum in all classes and through a variety of whole school activities:

- Positive relationships with adults in school and in the wider community
- Pupil voice contributing to decisions
- School Council
- Whole school assemblies
- Behaviour policy
- Participation in community events

Policy Date: June 2024

Review Date: June 2025