

Oakwood Primary Academy Personal, Social, Health and Economic Education (PSHE) Policy



Appendix 1 – Spiritual, Moral, Social and Cultural (SMSC)
Appendix 2 – British Values

CHANGES

Version 1

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Policy Reviewed:

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Oakwood Primary Academy

Personal, Social, Health and Economic Education (PSHE)

Introduction

We are committed to the health, safety and emotional well-being of all our children and are proud to be recognised as a Healthy School having met national standards for the Healthy Child Quality Mark. Personal, Social, Health and Economic (PSHE) Education is at the centre of all we do and underpins learning at Oakwood Primary Academy. Through our curriculum, our school environment and our school ethos, we promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims

- Through PSHE children will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and are prepared for the opportunities, responsibilities and experiences of later life as informed citizens.
- Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community.
- To promote the spiritual, moral, cultural, social, emotional well being and physical development of children at our school.

Objectives

To enable the children to:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues including e-safety.
- Develop and understand the importance of good relationships with friends, family and within the school and the wider community.
- Have respect for others regardless of diversity and differences.
- Be independent and responsible members of the school community.
- Understand and be able to articulate British Values.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Be able to reflect on the many spiritual, moral, social and cultural experiences or issues that are part of growing up.
- Play an active part in decision making.
- Develop positive learning behaviours.

The teaching programme for PSHE

PSHE in our school follows the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014. A whole school approach is used to implement the framework and is supported by the 'PSHE Education - Programme of Study' from the PSHE Association.

The PSHE programme is organised into the following areas of knowledge, skills and understanding:

- Health and Well-Being
- Relationships
- Living in the Wider World

PSHE is taught as a discrete subject or through cross curricular links including Science, RE, Collective Worship, circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community.

PSHE is taught in a safe and supported learning environment based on respect and through clearly established ground rules which are made explicit to the children and reinforced consistently.

The curriculum also offers discreet whole school themed days/weeks on:

- Anti-Bullying
- Keeping Healthy, Keeping Safe
- Internet Safety

Further curriculum opportunities include:

- A programme of Sex and Relationships Education for Key Stage 2 children.
- All children participate in an annual workshop led by the 'Life Education Caravan' with a focus on healthy lifestyles and relationships.
- Year 6 take part in a Junior Life Skills event with the focus on keeping safe.
- Visiting speakers such as the Police, Fire Brigade, health workers and members of the Faith Community contribute to the taught curriculum.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings and by taking on roles of responsibility for themselves, for others and for the school.

The organisation of PSHE Education

Every child is entitled to receive PSHE Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language or special needs. It is our intention all children have the opportunity to experience a programme of PSHE at a level which is appropriate for their age and emotional or physical development with differentiated provision if required.

Working with Parents/Carers

We recognise that parents and carers are key partners in our delivery of a comprehensive PSHE programme for children at our school. If parents or carers have questions about any of the content to be covered, we ask that these are addressed to the Head of School.

Monitoring and Evaluation

Teachers assess the children's learning by making informal judgements as they observe them during lessons. The school and each class collate PSHE Portfolios to record the PSHE contributions to the life of the school and our local community. Our Celebration assemblies celebrate personal achievements in and outside school.

The PSHE Lead supports colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. The school will assess the effectiveness of the PSHE aims, content and methods in promoting learning through lesson observations and feedback from children, teachers and parents and will implement any subsequent changes if required.

The named person responsible for PSHE at Oakwood Primary Academy is:

Mrs Jackie Sparrow – Head of School.

Please refer to Appendix 1 for information about Spiritual, Moral, Cultural and Social Education Development at Oakwood Primary Academy.

Please refer to Appendix 2 for information about Modern British Values.

This PSHE policy should be read in conjunction with other school policies aimed at promoting children's spiritual, moral, social and cultural development; this includes the Behaviour Policy, Anti-bullying Policy, RE Policy, Collective Worship Policy, E- Safety Policy and Sex and Relationships Policy.

Appendix 1 – Spiritual, Moral, Social and Cultural (SMSC) Development at Oakwood Primary Academy

“Parents, teachers, government, inspectors and children all agree that school is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in RE and citizenship through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.” (SMSC Online, 2014)

Rationale

Oakwood Primary Academy recognises that the development of Spiritual, Moral, Social and Cultural development is fundamental to the education of our children and plays a significant part in their ability to learn and achieve. It is taught through all subjects of the curriculum, supports all areas of learning and contributes to our children’s motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff and wider community provide a positive model of behaviour for the children.

SMSC (Spiritual, Moral, Social and Cultural)

SMSC is a concept, not a subject, which captures the whole ethos of the school. It is about developing the whole person and includes the Spiritual, Moral, Social and Cultural development of our children and this includes the active promotion of the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Spiritual development involves the growth of children’s sense of self, their unique potential, their understanding of their strengths and weaknesses, their own values and beliefs, their spiritual awareness and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Moral development involves children acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. They develop an appreciation of the need for rules to ensure the wellbeing and safety of everyone and respect for democracy and an understanding of how citizens can influence decision making through the democratic process.

Social development involves children acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. This includes a positive, caring and respectful attitude towards other people, an understanding of how they can make a positive contribution to their class, school and the wider community and that they are responsible for their behaviour choices.

Cultural development involves children acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities

and attitudes they need to understand, appreciate and contribute to an appreciation of the diversity and richness of their cultures and others. This is developed alongside a respectful and tolerant regard for people of all faiths, races and cultures importance of harmony between different cultural traditions,

Oakwood Primary Academy recognises that the delivery of high quality PSHE and RE ensures whole school understanding and articulation of SMSC and the fundamental British Values.

At Oakwood Primary Academy SMSC opportunities arise in:

- The curriculum as a whole.
- The RE curriculum.
- The PSHE curriculum.
- The Collective Worship programme.
- Behaviour Policy.
- Reward system.
- Home/School Agreement.
- Extra-curricular activities.
- Pupil Voice and the Schools Council.
- Special events including cultural experiences, fund raising activities and enterprising experiences.

Links with the wider Community

- Visitors are welcomed into our schools.
- Links with local churches and cultures are fostered.
- Support for a range of local, national and international charities.
- The children are encouraged to appreciate and take responsibility for their local environment.

Appendix 2 – British Values

All schools are required to promote children’s social, moral, cultural, mental and physical development. As part of the ethos at Oakwood Primary Academy and through the broader curriculum we aim to develop children spiritually, morally, socially, and culturally. The teaching of fundamental British values is central to this.

British Values

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

“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.”

Source: Promoting Fundamental British values as part of SMSC in schools (DfE, 2014)

Fundamental British values

Through their provision of SMSC, schools should:	Examples of actions at Oakwood Primary
Enable children to develop their self-knowledge, self-esteem and self-confidence.	<ul style="list-style-type: none"> • Cross curricular themes including Science topics such as ‘Ourselves’ and through PSHE and SEAL units of work • Life Education Caravan • Christmas, Harvest and Easter celebrations • Collective Worship programme including ‘Open the Book’ assemblies and celebrating achievements in Celebration or Class Assemblies • Opportunities for children to ‘showcase’ their talents • Pastoral Team supporting vulnerable children • Feeling Boards in classes
Enable children to distinguish right from wrong and to respect the civil and criminal law of England.	<ul style="list-style-type: none"> • Through the broader curriculum e.g. PSHE/SEAL as well as history topics • Role-play situations • Debating or discussing right from wrong • Contribution to the creation of class rules • Behaviour Policy with clear consequences • Anti-Bullying booklet and E-safety posters contributions made by each class • Visits from local Police/PCSO • Collective Worship programme
Encourage children to accept responsibility for	<ul style="list-style-type: none"> • Ethos of Oakwood Primary Academy

their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.	<ul style="list-style-type: none"> • Behaviour Policy • Links through the broader curriculum e.g. PSHE and SEAL units of work • Participating in charity fundraising events that affect our local and wider community such as Children in Need, Royal British Legion, Sports Relief, Comic Relief, Shekinah Mission and Save the Children • Event days held at school such as parent or grandparents lunches, Christmas Decorations Morning
Enable children to acquire a broad general knowledge of and respect for public institutions and services in England.	<ul style="list-style-type: none"> • School Council and regular attendance at the City Youth Council meetings • Strong links with local Police and Fire Departments who come in to visit school regularly • Trips to local Museums, National Trust properties, etc • House teams based on local landmarks - Saltram, Plymbridge, Warleigh, Denham and their significance • Meeting Lord Mayor at local events and presentations
Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures	<ul style="list-style-type: none"> • Successfully achieved the full International Award • International themed and Curriculum Days e.g. World Book Day, Christmas, Easter and Remembrance Day etc • Visits from teachers from different countries as part of Amber Initiative • Comparing cultures through curriculum topics such as WW2 Evacuees, Tudors, Victorians • School Christmas Fayre, Theatre shows experiences • MFL taught as part of the broader curriculum e.g. French in KS2, • Use of British Sign Language to support songs in singing assemblies
Encourage respect for other people.	<ul style="list-style-type: none"> • Participation in the Respect Festival • Participation in 'Respecting Differences' Workshops in year 5 and 6 • Through the teaching of Religious Education and PSHE/SEAL units of work • Anti-bullying and E-safety Week • Promoting good manners as part of the eEthos of the school • Use of Social Stories
Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	<ul style="list-style-type: none"> • Holding elections for School Council representatives • School Council books in each classroom • Debates linked to learning e.g. in English, RE and History etc • Tudor court as part of history curriculum • Sports and MKC Heroes ambassadors

This is by no means a comprehensive list, rather examples of actions we have taken as a school to develop children's spiritual, moral, social and cultural self whilst incorporating the

fundamental British values. School actions listed above may develop more than one part of SMSC as well as a range of British Values.