

<p style="text-align: center;">Washacre Primary School Autumn 2019</p>		<p style="text-align: center;">PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC) POLICY</p>
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AIMS AND OBJECTIVES

Personal, Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC) enable children to become healthy, independent and responsible members of society. At Washacre Primary School we:

- encourage our pupils to play a positive role in contributing to the life of the school and the wider community and, in so doing, we help to develop their sense of self-worth;
- teach them how society is organised and governed;
- ensure that they experience the process of democracy in school through the school council;
- teach them about rights and responsibilities;
- foster in them an appreciation of what it means to be a positive member of a diverse multicultural society.

The aims of Personal, Social and Health Education and Spiritual, Moral, Social and Cultural Education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

TEACHING AND LEARNING STYLE

We use a range of teaching and learning styles. PSHE and SMSC thread through the entire curriculum with opportunities identified in Knowledge Organisers. The 'Character Matters' approach is delivered by the whole school focusing on one particular aspect per week – this is reinforced during Celebration assembly (refer to the British Values / Character Matters Policy). We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship,

eg charity fundraising, attending the Bolton Youth Vision Conference, or involvement in an activity to help other individuals or groups less fortunate than themselves. Through PSHE lessons and Tribes, pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer the children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches.

PSHE AND SMSC PLANNING

Planning is linked to the whole school Programme of Study recommended by the PSHE Association and is supplemented by theme weeks and a personalised approach from class teachers that ensure the curriculum is tailor made to suit the needs of our children. This covers all non-statutory curriculum guidelines and also includes SRE and Drugs Education lessons.

We teach PSHE and SMSC in a variety of way but generally it is delivered in discrete lessons. Further opportunities to reinforce the PSHE and SMSC curriculum and develop links have been identified in the wider curriculum. For example, when teaching about local environment issues in Geography, we offer pupils the opportunity to explore who is responsible for the maintenance of the local environment, and we encourage children to recognise their own responsibility towards their environment. We also have whole school themed weeks and themed days relating to topics such as raising aspirations and leading healthy lifestyles. In some instances, e.g drugs education, we teach PSHE and SMSC as discrete subjects.

PSHE/SMSC is reinforced through TRIBES in KS1 and KS2.

There is a large overlap between the programme of study for Religious Education and the aims of PSHE and SMSC, and we teach a considerable amount of PSHE and SMSC through our RE lessons.

We also develop PSHE and SMSC through activities and whole-school events. For example, the School Council representatives from Year 1 to Year 6 meet regularly to discuss school matters and to make suggestions.

FOUNDATION STAGE

Personal, Social and Emotional (PSE) Development is a prime area of learning in our Early Years setting. It is promoted as an integral part of the topic work covered during the year. PSE aspects of the children's work are related to the objectives set out in the Age Related Expectations and teaching matches the aim of developing a child's Personal, Emotional and Social Development. We also support SMSC education through the Specific Area of Understanding of the World. In addition, children are involved in regular Circle Time sessions.

TEACHING PSHE AND SMSC TO CHILDREN WITH SPECIAL NEEDS

We teach PSHE and SMSC to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with special needs. When teaching PSHE and SMSC, we take into account the targets set for the children in their Individual Education Plans.

ASSESSMENT AND RECORDING

Teachers assess the children's work in PSHE and SMSC both by making informal judgements as they observe them during lessons and by doing formal assessments of their work to ensure that learning objectives have been met. Assessment information is recorded on the School Tracker. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage – this is supported by the PSHE Programme of Study.

The PSHE Co-ordinator monitors the delivery and success of the subject through lesson observations, monitoring of planning and data analysis and through discussion with the children.

RESOURCES

Resources for PSHE/SMSC are kept by the Co-ordinator. The PSHE Co-ordinator distributes links to online resources on a regular basis. We have annual membership with the PSHE Association.

THE ROLE OF THE CO-ORDINATOR

The PSHE and SMSC Co-ordinator is responsible for monitoring the standards of children's work and their progress. The Co-ordinator supports colleagues in the teaching of PSHE and SMSC by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

The Co-ordinator is also responsible for co-ordinating the work of the School Council and for reporting outcomes back to the Headteacher.

Policy revised Autumn 2019

Approved by Governors

Review Date Autumn 2021