



Batheaston Church School

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC) POLICY

Aims and Objectives

Personal, Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC) is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. In Batheaston Church School, 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 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. At Batheaston Church 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

DfE PSHE education guidance advises that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationships education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

At Batheaston Church School we aim to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and other's values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

We plan and teach PSHE education as part of a whole school approach, it is therefore, not planned in isolation. Our topic approach ensures a culture where links are made with other relevant subjects or themes. These include, but are not limited to science, computing, citizenship, physical education and design and technology. Teachers also take into account areas such as safeguarding, e-safety, anti-bullying and equality. We also incorporate whole school themes such as Politeness week, Disability Awareness and Road Safety week.

As a school we have developed strong links, through fund raising, with organisations such as the NSPCC and a variety of charities close the school's heart such as Race for Life (Cancer Research UK), Down's Syndrome Association, Restricted Growth Association and The Vitiligo Society.

Subject Content

At Batheaston Church School we use the *PSHE Association's 'Programme of Study'* to develop a comprehensive curriculum which incorporates all the values and themes sited above. This programme of study is based upon three 'core themes' within which there is overlap and flexibility. These themes are covered across the whole school including, where appropriate, Early Years:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Teachers plan around these themes throughout the year, the content of which is intended to spark debate or reflect the prior learning and experiences of pupils. Lessons may take place within another subject area or may be taught discretely through circle times, debating sessions or assemblies. Whole school special events such as a charity fund raiser or a special visitor will also be included within plans.

We use a range of teaching and learning styles. PSHE and SMSC are delivered through our creative curriculum. During Circle Time, 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. This is reinforced through themed days such as 'Around the World Day.'

It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. Therefore our topic choices provide a context that reflects the values and beliefs of our school and the wider community, such as learning about the Suffragettes and how the movement is linked directly to Batheaston Village.

There is also a clear overlap between RE and the aims of PSHE. Our strong links to the Church and the integral Christian values we uphold as a school provides scope for greater spiritual, moral and cultural awareness.

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.

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. 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 planning of PSHE through a yearly review of our long term plan. A staff meeting at the beginning of the year will enable discussions based upon the needs of cohorts.

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.

Policy revised October 2018

Approved by Governors

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