

# **St Barnabas Church of England School**

**Working together we can aspire, learn and achieve.**

## **Personal, Social, Health and Economic Education and Citizenship and Social, Moral, Spiritual and Cultural Education**

At St Barnabas Church of England Primary School we see Personal, Social, Health and Economic Education and Social, Moral, Spiritual and Cultural (SMSC) education as being at the centre of all that we do.

Through our curriculum, our school environment and our school ethos, we promote pupils' 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.

We actively prepare children for the next step in their learning journey at junior school and aim to give opportunities for them to explore and reflect on their own values and place in society.

Alongside this, we agree with the Department for Education's five part definition of British Values:

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

At St Barnabas these values will be actively promoted, which means challenging opinions or behaviours in school that are contrary to British values.

### ***Aims for the School Curriculum***

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- The school curriculum should enable understanding of values and promote confidence to challenge and uphold individual viewpoints

These aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn.

## ***Curriculum organisation***

Every class has a timetabled session for PSHE every week – In addition to this, skills are also taught and practised and developed within other subject areas and as part of cross-curricular work. Anti-bullying work will be ongoing and addressed as a whole school issue during anti-bullying week and regularly through the year.

Issues may also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional session/additional sessions in response to a particular event or issue.

Whole school collective worship provides a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement. There is a rolling programme of Collective Worship themes linked to the school's Christian values and significant events in the church year. Teachers and other adults take up opportunities to reinforce and further develop ideas introduced during collective worship throughout the week.

One value is focused on each half term after an initial introduction to a value a week and displayed around the school, highlighted to parents and discussed and explored with children.

## ***Teaching and learning strategies***

A range of teaching and learning strategies are used:

During timetabled sessions, an emphasis is placed on active learning through activities such as planned discussions, circle-time, role-play activities, group-work and self-reflection.

All teachers will endeavour to provide a safe learning environment through the establishment of clear ground rules which are made clear to the children and reinforced consistently.

Visiting speakers such as the police, firemen and RNLI also contribute to the taught curriculum.

Beyond timetabled lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project.

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.

## ***Equal Opportunities***

All children have an entitlement to access all areas of the curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

### ***Community links***

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our weekly 'What's On'. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. Our family support worker is available to signpost parents and carers to early help. We foster links with the wider community through various activities such as our relationship with St Barnabas Church, other faith representatives, the Police, Local Community Support Team etc.

### ***Assessment, reporting and recording***

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

We do not assess formally but identify children in need of extra support and use our specialist nurture teaching assistant to work with them.

### ***Subject review and monitoring***

The senior leadership are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE lead will support colleagues in their teaching by passing on information and ideas, and delivering staff training as appropriate.

### ***Links with other policies***

This policy links particularly to the following policies: Confidentiality, Sex and Relationships Education, Child Protection, Behaviour, Anti-bullying and Healthy Eating policy.

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Harriet Fitzsimmons