



Lambton Primary School Personal development and well-being policy

Rationale

This policy draws together SMSC and PSHE as Personal development and well-being.

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

The DFE states that as part of its national curriculum framework (2014) 'All schools should make provision for PSHE education, drawing on good practice.'

At Lambton Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We 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 and an appreciation of the diversity and richness of the cultures.

Aims

- To ensure everyone connected to Lambton Primary 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 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
- To give the children the opportunities to develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities, now and throughout their lives.

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

Social Development

Social development is the foundation for education in PSHE and extra-curricular activities at Lambton Primary School. As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Contribute confidently to the well-being of friendship groups and the wider community
- Learn to work with others for the common good act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements

Moral development

Moral development enables pupils to value and improve their relationships and is central to the smooth running of our school and wider community. As a school we aim to provide learning opportunities that will enable pupils to:

- 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.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements

Spiritual Development

Spiritual development is essential to helping pupils to value everyone as a unique human being. It involves reflecting on organised religion and the concept of a deity as an important focus of faith for many people but also on different belief structures not based on religion per se. Spiritual development includes opportunities for pupils to encounter all the positive aspects of human experience. As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Feel happiness, pride, forgiveness and responsibility
- Develop their capacity for critical and independent thought.
- Exercise their capacity for creativity, curiosity, questioning and exploring
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Form and maintain worthwhile and satisfying relationships.
- Empathise with others at times of joy and tragedy
- Reflect on, consider and celebrate the wonders and mysteries of life.

Cultural Development

Cultural development enables pupils to appreciate that creativity and imagination is stronger because of the communities and society to which they belong. As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how this has 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.

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. Teaching across the school will encourage the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally - e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. Children will also have the opportunity to participate in a variety of activities which promote their health and well-being. Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs, share thoughts and feelings with other people.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others, considering others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically, mentally, culturally and spiritually different.
- Agree and disagree. • Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school on a regular basis to enrich the curriculum.

- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it.

Monitoring and evaluation

Provision for Personal health and well-being should be monitored and reviewed by:

- Monitoring of lesson plans and the observation of teaching and learning.
- Audit of policies and schemes of work
- Sharing of classroom work and practice.
- Audit of Collective Worship practice.
- Regular inclusion in CDP.
- Annual review of aspects of the extended curriculum (visits/clubs etc.)

Ratified by governors spring 2016

Next review: summer 2018