



Personal, Social, Health and Emotional Education (PSHE)

General Introduction:

This policy supports the work of the school in promoting its community code, vision and values.

School vision:

Through our Christian Values we are an inclusive Federation which strives to:

- ***Build lasting memories***
- ***Increase life opportunities***
- ***Forge harmony not just happiness***
- ***Promote and develop the importance of relationships***
- ***Embrace failure as well as success***
- ***Develop resilience to support our pupils to face an ever changing future***

Through the school's Christian values of:

- ***Being Respectful***
- ***Being Responsible***
- ***Being Courageous***
- ***Being Thankful***
- ***Being Hopeful***

To achieve these aims all learners, staff, parents and governors will work together to promote our **community code of Everybody Safe, Everybody Happy, Everybody Learning.**

Policy aims and objectives:

- Enable children to become healthy, independent and responsible members of society.
- To encourage pupils to play a positive role in contributing to the life of the school and wider community.
- To develop each child's sense of self-confidence and self-esteem.
- To experience the process of democracy in school through our school council.
- To value rights and responsibilities both inside and outside of school.
- To appreciate what it means to be a positive member of a diverse multicultural society.

Teaching and Learning style

Each PSHE session is planned in response to the levels and needs of the children in each class. It is intended that the class teacher will use a range of teaching approaches and styles when delivering PSHE to engage every learner. All teachers use materials provided by the PATHs curriculum.

Approaches and strategies include:

- Allocated PSHE lesson time
- Circle time
- Class discussion
- Class/group/individual work
- Reflection time
- Role play and Drama
- Visits and visitors when appropriate

PSHE curriculum planning

We are currently using the PATHs scheme of work across KS1 and KS2. This scheme of work is there as an aid rather than to follow. As the teaching of PSHE cannot always be confined to specific timetabled time, The Nar Valley Federation intends to approach it's planning through:

- Discrete subject teaching
- Teaching with a cross curricular approach
- Developing awareness for whole school responsibilities by electing school council representatives.
- Offering residential trips for year 4 and year 6 children with opportunities to develop pupils self-confidence and self-esteem.
- In response to incidents that may occur, teachers can seek the support of pastoral care.
- In the Foundation Stage, teachers follow the Personal, Social and Emotional Development of the EYFS profile.

Teaching PSHE to children with special needs

At The Nar Valley Federation we teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties and make it accessible to all. We promote inclusivity regardless of gender, race or ability.

Assessment and recording

- Teachers making informal judgements through observations during lessons.
- Evidence of PSHE work is recorded in a class scrap book which is collected for monitoring by the PSHE subject leader.
- Evidence can be in the form of planning, photos, individual pieces of work and links to Rainbow objectives.
- There are no formal examinations in PSHE. The assessments that we make of pupil achievement does not imply that a pupil has 'passed' or 'failed'.
- Progress is reported to parents during parents evening and within the 'general comments' section of the child's end of year report.

Monitoring

The PATHs co-ordinator, Mrs Karen Shrimpton based at Castle Acre is responsible for monitoring PSHE across the curriculum. This can be done through conversations with the school council, monitoring of compliment sheets (generated through PATHs child of the day), quality of displays (including opportunities to promote diversity).

Spiritual, moral, social and cultural development

Aims

One of the key aims of our Federation is to 'educate the whole child'.

We recognise that a thoughtful and wide ranging promotion of pupil's spiritual, moral, social and cultural development will enable our pupils to thrive. We will ensure that our curriculum promotes the SMSC development of each child and prepares them for the opportunities, responsibilities and experiences of later life.

Spiritual

We recognise that developing a spiritual awareness in each child is a priority in our Federation.

Pupil's spiritual development is shown by their

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Opportunities to explore spirituality will include

- Collective worship, including class led collective worship
- Church services
- R.E. – especially learning from religion
- Opportunities for reflection in lessons
- Literacy, including opportunities for silent reading
- Drama
- Awe and wonder moments e.g. visits to art galleries, cathedral, watching the clouds, residential experiences, music, wildlife area
- Stewardship of the earth – taking responsibility for the environment

Moral

We celebrate the Christian foundation of our Federation and aim to ensure that children learn within the Christian moral framework.

Pupil's moral development is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- Understanding the consequences of their actions
- Interest in investigating and offering reasoned views about moral and ethical issues

Opportunities for this will include

- Curriculum time
- Collective worship
- Circle time
- Class discussions
- Drama
- R.E.
- Sex and relationships education
- School Council
- Caring for each other and the environment
- Charity fund raising events
- Engaging in discussion of Christian values

Social

Pupil's social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of different levels

We aim to give every child opportunities to develop socially throughout each day. These opportunities will include

- Encouraging co-operative play
- Role play
- Group work
- Team games
- Drama
- Music
- PE
- Extra curricular activities
- Speaking and listening
- Communication and work with community groups
- Performance at special events and collective worship
- Residential experiences
- Eating lunch together
- Charity fund raising activities

Cultural

Pupil's cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity
- Attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

We acknowledge that a very high proportion of the children in the school are white British. We therefore believe that it is essential to widen their horizons and introduce them to other cultures.

Opportunities to achieve this will include

- Modern Foreign Languages
- Music
- Art
- RE – exploring the six main world religions / use of artefacts and music
- Drama
- Educational visits
- Links with other schools – cluster days, maths challenge day, spelling bee, quiz championship
- Visitors to school from different cultures

Planning and evaluation

Within the framework of the curriculum map, teachers plan to include elements of social, moral, spiritual and cultural education where appropriate.

As a whole staff we agree opportunities for whole school / class/ group activities to develop these important aspects of each child's education.

Provision for social, moral, spiritual and cultural education is monitored and evaluated by the Head teacher and governors

Ratified by Governors: 11/12/18

Signature:

Review Due: 2- Yearly, 11/12/20

Responsibility of Standards Committee