



P.S.H.C.E.
Spiritual Moral Social and Cultural
Policy

Document control sheet:

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20/06/12	Rebranded for The Ferns Primary Academy		
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Signed		Chair Of Governors	

1. A POLICY STATEMENT FOR PSHCE, SMSC and British Values

The governors recognise that PSHCE is an essential part of the school curriculum. Section 351 of the Education Act 1996, requires schools to be concerned with pupils' personal and social development.

PSHCE is the **planned** provision for the promotion of pupils' personal and social development.

2. THE AIMS OF PSHCE

- **to provide opportunities for all pupils to learn and achieve in a PSHCE taught scheme and a variety of learning opportunities.**
- **to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences for life.**

The Objectives of PSHCE

The framework for PSHCE interprets personal and social development as four objectives which are then developed across all key stages.

They are intended to support **all** pupils in:

- **developing their confidence and responsibility and most of their abilities**
- **preparing them to play an active role as citizens;**
- **encourage them to develop a healthier safer lifestyle;**
- **helping them to develop good relationships and respect for the differences between people;**

The provision of PSHCE aims to:

- show cohesion and progression through the four strands;
- clarifies the contribution of the subject curriculum – not only in terms of content but also by identifying their contribution to the development of personal and social skills;
- making explicit the implicit contribution of the wealth of additional curriculum experiences offered by the school.

A framework of objectives for PSHCE

The PSHCE and citizenship curriculum seeks to:

- ❑ help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens;
- ❑ encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities - learning to recognise their own worth, work well with others and become increasingly responsible for their own learning;
- ❑ enable pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up;
- ❑ provide opportunities for pupils to find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

3. SCHOOL ORGANISATION

The structure of the National Curriculum programmes of study set out what pupils should be taught, in SMSC and citizenship and provide the basis for planning schemes of work.

When planning, our school has considered the general teaching requirements for inclusion, use of language and use of information and communication technology that apply across the programmes of study.

The knowledge, skills and understanding in the programmes of study identify the following aspects of citizenship in which pupils should make progress:

- **becoming informed citizens**
- **developing skills of enquiry and communication**
- **developing skills of participation and responsible action.**

Teaching ensures that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.

We believe that PSHCE requires a whole school approach which plans and co-ordinates provision through:

- the contribution of the subjects
- discrete PSHCE provision
- additional curriculum experiences such as:
 - the use of visits and visitors,
 - insight into industry days and other work-related projects
 - assemblies
 - theatre in education and other arts events
 - sports and team activities
 - community projects
 - circle times
 - and other activities.

It is essential that the implicit personal and social outcomes of these additional curriculum experiences are made explicit and that young people have the opportunity to reflect upon the progress they make through participation in them.

It is important to focus on the needs of the young people in the context of the school and it's own community.

4. QUALITY OF TEACHING AND LEARNING

Teachers should follow the long term plan, which has carefully been considered to link PSHE, R.E and British Values. At the end of each half term, all teachers should complete the assessment booklet, which should then be handed to the R.E subject leader.

5. CLASSROOM MANAGEMENT AND SCHOOL ORGANISATION

The programme of study is carefully linked to R.E and Circle time.

Children are to be taught 1 hour of R.E per week and circle time/PSHCE is to be completed twice a week.

Across the school, all religions are taught and teachers are encouraged to go on visits, have visitors in school and celebrate different religions, to ensure that children are aware of the different religions and festivals celebrated by their peers.

Any work that is completed in class should be placed in the afternoon curriculum book, or the class floor book, to ensure that there is evidence of the teaching of the subject.

6. PLANNING

All staff have been provided with a long term plan for R.E, which is question based and links to the rest of their curriculum. Staff are then required to plan effective lessons based on the key question and ensure that lessons are linked to PSHE, British values and the skills that are influenced across the school.

7. APPROACHES AND METHODS

Circle time should be delivered twice a week – Tuesday p.m. assembly time and during the allocated time on a Friday afternoon.

The British Values of :

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

should be discussed throughout the year, and in particular leading up to political events and when it is felt needed. The central corridor in school is dedicated to the publicising of these British values through a British themed week twice yearly.

9. ASSESSMENT, RECORDING AND REPORTING

Teachers should place any evidence of PSHCE and R.E in the afternoon curriculum books, or in the class floor book, ready for scrutinies throughout the year.

Assessment booklets should be completed at the end of each half term and handed to the subject leader.

10. RESOURCES

Resources are centrally stored in the resource room of the school.

12. EQUAL OPPORTUNITIES

We believe that children of either sex should have equal access to, and gain equal interest and enjoyment from P.S.H.C.E. activities.

We believe that all children, irrespective of religious or cultural backgrounds, should be presented with the same challenging, informative and enjoyable P.S.H.C.E. activities.

14. SPECIAL EDUCATIONAL NEEDS

The school has a policy of inclusion, where possible, by ensuring activities are effectively differentiated.

15. THE ROLE OF THE CO-ORDINATOR

In consultation with the Principal/Head Teacher the co-ordinator is responsible for:

- Directing the implementation of the long term plan for R.E and PSHCE.
- Reviewing and amending existing policies and schemes of work.
- Disseminating information to staff.
- Maintaining and auditing resources.
- Ensure that active inclusion of special needs children is clearly established within lessons.
- Assessing the progress of R.E and PSHCE across the school.
- Complete book scrutinies to monitor the level of R.E and PSHCE that is being taught across the school.
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16. HEALTH AND SAFETY

Teaching staff should refer to the Health and Safety policy document.

USEFUL WEBSITES:

Details will appear on this site about websites useful to teachers, parents and young people. The following are suggestions for visits now:

www.hea.org.uk

The Health Education Authority site contains information on all health education matters.

www.wiredforhealth.gov.uk

can be accessed directly or through the Department of Health sites. Wired for health has information about the national healthy school scheme as well as an increasing amount of information useful to teachers.

www.mindbodysoul.gov.uk

is a site for Key Stage 4 pupils. It covers all health issues relevant to 14-16 years olds.

www.thesite.org.uk

is aimed at older teenagers. It has information on drugs and alcohol, sex, romance and other issues of interest to young people. The language is direct and aims to appeal to the young rather than professionals.

ISDD – the Institute for the Study of Drug Dependency has two websites

www.isdd.co.uk – the general one for the organisation and

www.resource-net.isdd.co.uk – provides a service reviewing drug education resources

See also our own Hertfordshire Drug Education Forum site. It has a resources directory and information about interagency support for schools and other organisations:

www.hertscc.gov.uk/education/def

The National Children's Bureau's site has several useful sections including those of the Sex Education Forum and the Drug Education Forum

www.ncb.org.uk

SCODA – the Standing Conference on Drug Abuse gives specialist advice on local drug services and best practice information which includes help related to resources, curriculum policy and dealing with drug related incidents:

www.ncvo-vol.org.uk/scoda.html

Alcohol Concern provide information about alcohol and related issues:

www.alconcern.org.uk

www.explore.parliament.uk has citizenship information for both primary and secondary pupils plus adults. It includes interactive features and teacher support materials.

www.citizen21.org.uk

is the new website of Charter 88 – the campaign for modern and fair democracy. It promotes active citizenship and is aimed at teachers and others working with young people.

www.drugsinfofile.com

A drug information website.