

“A unique family working together to be the best”

Forest Lodge Community Primary School



PSHE and SMSC Policy

Forest Lodge Community Primary School

Personal Social, Moral Spiritual (PSHE) and Social, Moral, Spiritual, Cultural (SMSC) and British Values Education Policy

“SMSC is crucial for individual pupils and it is crucial for society as a whole.” OFSTEAD guidance on SMSC 2004

Date of Policy: April 2016

Date to Review Policy: April 2017

The Spiritual, moral, social and cultural development of pupils are inter-related, there is much overlap between them. At Forest Lodge Community Primary School SMSC is at the heart of our school ethos and an SMSC education will be delivered through PSHE sessions, assemblies, in extra curricular events and throughout the curriculum. In addition we understand and recognise the crucial role our school plays in promoting British Values.

Spiritual Development

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal experience which are of enduring worth. It is characterised by reflection and the attribution of meaning to experience. Spiritual is not synonymous with ‘religious’ all areas of the curriculum may contribute to pupils spiritual development.

Spiritual development involves:

- The development of insights, principles, beliefs, attitudes and values which guide and motivate us. For some pupils this may have a religious base.
- A developing understanding of feelings and emotions which causes us to reflect and learn.
- A developing recognition that their insights, principles, beliefs and attitudes should influence inspire or guide the in life.

Moral Development

Moral development is about the guiding by pupils and of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils understanding of societies shared and agreed values. It is about understanding that there are issues where there is disagreement and that society’s values change. Children will be supported in this process thorough:

- Extending pupils knowledge and understanding of the range of accepted values in society.
- Developing pupils skills and attitudes such as decision making, self-control, consideration of others, having the confidence to act in accordance with one's principles and thinking through consequences of actions.
- Promoting, at an appropriate level, pupils understanding of basic moral philosophy and the skills of analysis, debate, judgement and application of contemporary issues.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships. This will be developed through encouraging pupils to:

- Work successfully as a member of a group or team.
- Challenging, where necessary, and in appropriate ways the values of a group or wider community.
- Share opinions with others to work towards a consensus.
- Resolve conflicts.
- Show respect for people, living things, property and the environment.

Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in the UK, in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism. Children will learn:

- To recognise and understand their own cultural assumptions and values.
- Understand the influences which have shaped their cultural heritage.
- Understand the dynamic, evolutionary nature of cultures.
- Respect and appreciate cultural diversity.
- A regard for the heights of human achievement in all cultures and societies.

PSHE Provision

Although non statutory, the provision of PSHE at Forest Lodge Community Primary School aims to enhance pupils learning through a co-ordinated, progressive approach which helps to prepare pupils for the opportunities, responsibilities and experiences of life. This is delivered weekly in stand alone lessons from Foundation 2-Year 6. In Foundation 1 children

use 'R', 'Fun Time' or 'Circle Time' activities to develop children's thinking on a range of related topics.

PSHE is delivered through SEAL (Social and Emotional Aspects of Learning) programmes. All year groups follow the same themes which change each half term. This ensures progression in learning and the opportunity to build on prior knowledge and experiences. In addition to direct teaching there are other opportunities provided within school to explore the themes addressed and incorporate additional PSHE themes using 'thought' prompt cards which mirror the SEAL/PSHE themes each half term but are differentiated by year group to ensure progression.

The SEAL Themes are:

- Say no to bullying
- Going for goals
- Getting on and falling out
- Changes
- Relationships
- Good to be me

These will be covered in 2015/2016 as follows:

Term	PSHE Theme	SEAL Theme
Autumn 1	Health and well being	New beginnings
Autumn 2	Health and well being	Getting on and falling out/Say no to bullying
Spring 1	Living in the wider world	Going for goals
Spring 2	Living in the wider world	Good to be me
Summer 1	Relationships	Relationships
Summer 2	Relationships	Changes

British Values

Forest Lodge Community Primary School recognises the multi-cultural, multi-faith nature of the United Kingdom and we understand the crucial role our school plays in promoting these values. We are a school for all. As such we are currently working collaboratively with staff and pupils to outline the key British Values we actively promote.

As a school we teach SMSC/PSHE and British Values actively through the connected curriculum and through stand alone SMSC/PSHE/British Values sessions and through R.E sessions. Alongside this British Values are promoted through assembly work and in separate sessions each term in class.

Each term pupils will focus on a different aspect of British Values as follows:

Autumn Term	Spring Term	Summer Term
Democracy	Mutual Respect	Individual Liberty
The Rule of Law	Tolerance of those of different faiths and beliefs	

As part of our British Values Statement we highlight specific events or activities that take place in school:

- Voting for student councillors
- Visits by local police officers
- Taking part in mock debates
- Suggesting and voting on class rules
- Signing the anti-bullying charter
- The work of the anti-bullying champions and anti-bullying taskforce
- Playground buddies and buddy stops.
- Supporting charity days and working alongside the local community in reaching out week.
- Visitors to assemblies
- Behaviour policy and anti-bullying policy.
- Cycling proficiency
- Road safety assemblies
- E-safety assemblies
- Celebration assemblies, rewards and recognition in class
- Home/school agreement
- School values displayed, known and referred to
- Speciality lunches in school

Anti-Bullying

See anti-bullying policy.

The aim at Forest Lodge Community Primary School is to have high standards of teaching and learning which challenge our pupils to achieve their full potential. Our anti-bullying policy supports this by helping to promote an environment where everyone feels happy, safe and secure and can work together in an effective considerate way. We adopt the STOP acronym (Several Times On Purpose/ Start Telling Other People) which pupils learn in class and thorough work in assemblies and anti-bullying week activities.

Bullying is a permanent issue on the agenda of the Governing body and a parent Governor sits on the anti-bullying taskforce alongside the PHSE leader, behaviour mentor and anti-bullying champions (pupils from each year group from Foundation 2 to Year 6).

At Forest Lodge Community Primary School we are very aware that bullying transcends the physical boundary of school into the cyber world and we have made a proactive stance to promote awareness of cyber safety and cyber bullying through assemblies, dedicated class teaching and parent talks.

Anti-bullying charter

At the beginning of each academic year we hold an assembly on bullying to raise awareness of the issue, identify a definition and ask all pupils and staff to sign up to an 'anti bullying charter.' This charter remains on prominent view in the classrooms as a reminder to all of what is classed as bullying and how we can work together to prevent and tackle bullying behaviours.

Anti-bullying champions

Anti bullying champions are voted in each academic year with a representative from Foundation 2 to Year 6. They meet once a term with the school behaviour mentor and PSHE leader to discuss innovations in the prevention and tackling of bullying. The anti-bullying champions also lead anti-bullying week activities across school. Their role also encompasses peer support being a physical presence at play and lunchtimes to help prevent bullying and to monitor and support as required.

Assembly Provision

See attached assembly plan for academic year 2015/2016

Assemblies at Forest Lodge Community Primary School take place each week in the form of whole school assemblies and phase assemblies. At the heart of each assembly is a SEAL/PSHE/ SMSC focus which act as a stimulus for related themes being addressed throughout school. In turn we also aim to address issues relevant to the pupils, the local community, British Values and introduce children to a world view by referring to relevant events and significant occasions in assemblies.

During each assembly (first introduced in the whole school assembly on Monday mornings) we begin by considering 'statements to live by.' These are discussion points for the assembly and for further exploration of the theme to take place during work in classes. These statements relate directly to the SEAL/PSHE/SMSC theme the whole school is focused on during that half term. The statement is explained to the children, shared with parents through the web site and newsletters and discussed further in non-curriculum time.