

# GREAT CHART PRIMARY SCHOOL

## PHSE & SMSC POLICY

September 2021



*Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness.*

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Approved by and latest review: September 2021

## **Intent**

At Great Chart 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 therefore 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.

At Great Chart Primary School we strive to provide a '**value based**' curriculum, alongside our knowledge/skills based curriculum. These are not 'bolt-on' extras but a strong ethos of school life. We believe that the development of these values can rarely be 'measured'. Sometimes these are easy to identify and plan for, within the curriculum or in the weekly class circle time sessions, but often opportunities happen spontaneously in the context of stimulating discussions or lessons. Staff need to be confident to recognise and 'seize the moment' and take time to reflect with the children on the learning that is taking place.

The four areas of the value based curriculum can be defined as follows:

**Spiritual development:** relates to an awareness of mystery and wonder through which pupils reflect and require insights into their own personal being and their place in the world.

**Moral development:** refers to a pupil's understanding, attitudes and behaviour to what is right and what is wrong.

**Social development:** refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society

**Cultural development:** refers to a pupils developing understanding of beliefs, values and customs in social, ethnic and national groups different from their own.

In addition to these values that represent part of our PHSE/SMSC curriculum, we also have introduced a set of school values that have been decided on by the children of Great Chart School. These chosen values will encourage the children to "Be the Best You Can Be" and will be introduced at the beginning of the school year as one, before each being the focus of individual terms. The core school values are;

- Respect
- Aspiration
- Responsibility
- Resilience
- Kindness
- Independence

The children will be encouraged to keep these values at the forefront of their mind and experience these values through assemblies, circle time and through the teacher infiltrating them into the whole curriculum. It is hoped that through being aware of the importance of these values, the children will leave Great Chart School as responsible citizens of society preparing them for life in Britain and responsible global citizens in the wider world.

## **Implementation**

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The role model standards will be set by the Headteacher and practiced by all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. These values will also be taught in isolation during the weekly circle time sessions.

To develop personal identity and high levels of motivation.

To develop positive social interaction and the skills to live with, work with and respect others.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. Pupils are encouraged and expected to follow our school rules of RESPECT. These rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. We should celebrate the cultural diversity within our school, both of pupils and parents.

A wider curriculum will be offered, planning and tailor-making opportunities to cater and support the personal and social backgrounds of Great Chart Primary School pupils.

### **Objectives**

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To encourage children to "Be the Best You Can Be" by teaching them the six school **core values**.
- To enhance self-esteem and develop self-motivation
- To accept responsibility for our own actions.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- 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 gain an increased understanding of the school as a community and of the wider community.

### **Spiritual Development**

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Experience awe and wonder through engaging and thought provoking lessons and outside educational visits.
- Have the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives (RE; Assemblies; PHSE; History; Topic work, Circle time and home learning)
- Have the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful (RE; PHSE; Circle time, Assemblies; Literacy; Dance; Music; Art; Drama; Pastoral support)

- Develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected (School Council; Good Work Assembly; Special Person/Star of the Week, Good to be Green, Head teachers Tea Party)
- Have the opportunity to appreciate the beauty and wonder of the natural environment (use of grounds and local area for science explorations; visits to local parks, celebration of religious festivals in monthly newsletter)
- Accommodate the difference and respecting the integrity of individuals (school council; Special Person/Star of the Week)
- Promote teaching styles that:
  - Value pupils talk and questions and give them space for their own thoughts, ideas and concerns
  - Relate their learning to a wider frame of reference - for example, asking 'why', 'how', 'where' and 'what' (Literacy; PHSE, Circle Time)
  - Sustain and enhance their self-esteem throughout their time in school.(INSPIRE)
  - Have confidence in their own abilities and a willingness to succeed.(INSPIRE and dreams)
  - Develop a sense of belonging and a willingness to participate.
  - Discuss their beliefs, feelings, values and responses to personal experiences.
  - Form and maintain worthwhile and satisfying relationships
  - To reflect on behaviours, beliefs and feelings and act upon reflection.(Good to be Green behaviour system.)

### **Moral Development**

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Respect for others' needs and feelings as well as their own.
- Rewarding expressions of moral insights and good behaviour (Good Work Assembly; reward systems –stickers, certificates; visits to HT/DHT)
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (School Council; Pupil Voice; Drama; Safeguarding policy and practice)
- Providing models of moral standards through the curriculum (Literacy; History; RE; PHSE, Assemblies; Drama)
- Listen and respond appropriately to the views of others (Literacy, mathematics, assembly, School Council)
- Prevent discrimination on the basis of race, gender and other appropriate criteria.
- Gain the confidence to cope with setbacks and learn from mistakes.(Behaviour policy)
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and know the consequences for their actions.
- Take responsibility for their actions- for example, property, care for the environment and expectations of behaviour.
- The ability to make responsible and reasoned judgements on moral dilemmas.(RESPECT RULES, behaviour policy, values based education)

### **Social Development**

*As a school we aim to promote opportunities that will enable pupils to:*

- Foster a sense of community with common, inclusive values (assemblies; Home/School Agreement; Friends' Association events; involvement with the community, hosting volunteers etc, partnerships with local churches and other places of worship)
- Promote racial, religious and other forms of equality (Racial and Equal Opportunities policies; RE; Assemblies)
- Encourage children to work co-operatively (teamwork and cooperation; KS2 Playground Leaders; Buddies; School Councils; Reading Buddies.)
- Recognise and respect social differences and similarities e.g. where they live, different kinds of family models, age issues (RE; Literacy; PHSE and Circle time)
- Provide positive corporate experiences (special curriculum events; productions; assemblies; School Council; Junior Road Safety Officers)
- Develop personal qualities which are valued in society (Assemblies; PHSE; RE; Restorative Justice)
- The Opportunity to participate in the democratic process and participate in making community decisions (Eco Warrior elections; voting in class on a variety of issues)

- Opportunities to exercise leadership and responsibility (School Councillors, Eco Warrior Representatives, Energy Monitors, Head boys and girls, Y6 whole school responsibilities and class reps, buddies, Junior Road Safety Officers)
- Make members of the wider community welcome in our school and keeping them informed of developments (website; newsletter; community TV screen, involvement in community events i.e. road safety campaigns)

### **Cultural Development**

*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 these influenced individuals and society.
- Celebrate the attitudes, values and traditions of diverse cultures (Geography; RE, History; Literacy; library; assemblies; Art; Dance; Music; celebrating festivals and drawing on diverse parent cultural backgrounds.
- Recognise world faiths and beliefs and the impact they have on our culture.
- Interact with different cultures within our school and local community.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop an understanding of global issues and how they impact on individual life culture, religion and life choices.

### **Teaching and Organisation**

Development in SMSC and PHSE 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. The delivery of a question based theme will take place during Circle time every week by all year groups.

### **Assemblies, class discussions, special days/events and circle time will give pupils opportunities to:**

- Talk about personal experiences and feelings.
- Develop a "Be the Best You Can Be" ethos and develop the 6 school core values.
- Develop self-esteem and identify strengths in their own abilities.
- Celebrate success in their own and that of others.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – See attached sheet given to all teachers

### **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 or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### **Eco Warrior Council**

- The School Council, which has elected delegates from years 2-6 meets on a termly basis with members of the Senior Management team. Meetings enable pupils the opportunity to address issues that affect pupils. They have a display board in the hall which enables children of the school to highlight any concerns or issues they would like discussed.

### **Links with the wider community**

- Visitors are welcomed and encouraged into the school.

- Our Community Room is frequently used to develop links with the local community and for celebrating particular events. (Such as Macmillan Coffee Morning, New Parents Coffee mornings)
- Particular events happen throughout the year in which particular agencies and visitors are welcomed into the school. (Such as... multicultural week, Ashford Food Bank, FAB - (Paediatric First Aid)
- Whole School Charity, local or wider world, of which all children are aware of and encouraged to learn about and participate in the activities surrounding it.
- 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.
- Frequent open evenings to the local community to discuss pupils' achievements individually or that of the whole school.
- Picnic in the park is held annually to celebrate the achievements throughout the year.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Past pupils are invited to visit the school and share their skills/knowledge set that informed their career choices to inspire GC pupils via the Alumni.

### **Monitoring and Evaluation**

*Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:*

- Monitoring of lesson plans and teaching and learning, by the Head Teacher and SMSC/PHSE leader.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP/SIP.
- Creation and monitoring of Action Plan.

### **Differentiation**

- Lessons (which follow the long term planning) are planned in order to take into account different levels of maturity and life experiences of children within our class. Teachers will ensure that there is an opportunity to allow different perceptions and beliefs to be articulated, with all contributions being valued and respected.
- The needs of children with additional educational needs will be addressed through provision of additional adult support, differentiated resources or activities where appropriate. Where individual children have targets relating to their personal development, opportunities will be planned to support the pupil in achieving these.

### **Equal Opportunities**

- The teaching of SMSC/ PHSE will be within the framework of the school's Equal Opportunities and Anti-Racism policies. Where appropriate, teaching materials will reflect the cultural and ethnic diversity of our school and British Society. Pupils' religious and cultural beliefs will be celebrated and respected.

### **Sex Education and Drugs Education**

- The teaching of Sex and Relationship Education and Drugs Education will, at all times, comply with the school policies for this, and with regard to DfES guidelines. Please refer to the Relationship policy and the drugs policy.

### **Impact**

- **Children will develop and apply the British values of Democracy, tolerance, mutual respect, Rule of Law and liberty. It prepares children to be global citizens now and in their future roles within a global community.**
- **Children will develop a healthy outlook towards school enabling them to develop positive and healthy relationships with their peers both now and in the future.**
- **Children will understand the physical aspects involved in RSE at an age appropriate level. Children will have respect for themselves and others. Children will have positive body images.**
- **Children will have experienced new, real life situations according to their personal and social backgrounds.**

**Review**

This policy will be reviewed in accordance with the policy review schedule.