



SMSC Policy Incorporating PSHCE and SEALs

Policy Reviewed:	September 2018
Next Review:	September 2019

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own program of education.”

DfE 2013

Place and purpose

At Masefield Primary School we believe that outstanding SMSC provision is central to successful teaching and learning. Through SMSC we aim to develop children with high self-esteem who control and carefully consider their own actions and choices. Teaching takes place in a positive and secure environment where children feel able to talk about and express their needs and feelings. Our approach to SMSC enables us to value and celebrate our differences and to challenge misconceptions and discrimination whenever we encounter them. SMSC is all pervasive and underpins all aspects of school life at Masefield.

Definitions

Social: Children are enabled to use a range of appropriate social skills in a variety of contexts. This will include working and socialising with children and adults from different religious, ethnic and socio-economic backgrounds.

Moral: Children are enabled to recognise the difference between right and wrong and to use this understanding in their own lives. They will develop an understanding of the consequences of their own actions and an interest in debating wider ethical questions.

Spiritual: Children will have opportunities to explore their own beliefs, religious or otherwise and the beliefs of others in the world. They will be encouraged to develop a sense of enjoyment and fascination with learning about themselves, others and the world around them, including the intangible.

Cultural: Children will begin to appreciate the wide range of cultural influences that have shaped their own heritage. They will be provided with a range of enriching opportunities to participate in and respond to, for example artistic, musical, sporting, mathematical, technological and scientific events and trips.

SMCS: Core Values

In Masefield we reflect and promote British Values of democracy respect for the rule of law and acceptance of the beliefs of others.

We strive to enable our children to hold and demonstrate a wide range of positive values. We particularly focus on the 14 following values:

- Resilience
- Perseverance
- Self control
- Self awareness
- Respect
- Patience
- Aspiration
- Cooperation
- Honesty
- Independence
- Fairness
- Kindness
- Forgiveness
- Responsibility

Delivery

Ground Rules

Setting ground rules (example below) will help teachers and children create a secure climate within SMSC.

Ground Rules

- Every person matters and deserves respect.
- People have a right to say what they think.
- Always listen to what others have to say.
- Any teacher or child may choose to ask or answer a question in private.

Any teacher or child may choose not to answer a question if it makes them feel uncomfortable.

Each class should have a set of ground rules which should be displayed during PSHCE sessions (to include circle time/ SRE)

Planning and Delivery

At Masefield SMSC is all pervasive; it is delivered discreetly through PSHCE but is also embedded within every aspect of school life. Some of the specific aspects being:

- Its inclusion to **be highlighted** when used in the planning of other subjects.
- It is inherent within school and class rules and is re-enforced by rewards and planned consequences (see Policy for Behaviour).
- It is at the core of all assemblies and collective worship.
- The running and outcomes of the school council reflect the role of SMSC in Masefield School.
- It is used as themes for class breakfast time.
- It drives the training for school prefects and the expectation of how they respond to children within school and when undertaking their duties.
- It is reflected within our punctuality and attendance awards.
- It is demonstrated within the ethos of sports competitions and awards.
- It is proven by our commitment to the Healthy Schools Initiative.
- Our commitment to peer massage as an encouragement to positive touch amongst pupils. It is delivered after lunch each day in KS1 and regularly, as needed, in KS2 (at a minimum of once per week).

Curriculum

PSHCE

Teachers will use the Lancashire PSHCE Scheme to inform their planning.

The scheme covers aspects of:

- Sex and Relationships
- Emotional Health and well being
- Drugs education
- Physical Health
- Citizenship
- Environmental Education
- Financial Capability

They plan where objectives can be met in the most meaningful way. This may be as part of another topic such as science or within a maths or literacy lesson. These PSHCE objectives are made explicit on planning formats by **highlighting in blue**.

Where cross curricular links cannot be made, PSHCE is taught as a discrete subject and short term planning is produced and is included on each class timetable.

SEALs

In addition to the Lancashire Scheme for PSHCE, Masefield uses the SEALs materials. SEALs and PSHCE are planned together. At the beginning of each half term there is a focus on the current unit/s to introduce and embed the relevant values throughout school.

Term	Focus
Autumn 1	New beginnings
Autumn 2	Getting on and falling out/ Say no to bullying
Spring 1	Going for goals
Spring 2	Good to be me
Summer 1	Relationships
Summer 2	Changes

Each school hall will have an SMSC display. Termly SEALs vocabulary is displayed in each classroom and in each hall and is referred to during assemblies.

Although these units are taught at specific times of the year, staff are encouraged to make reference to these units throughout the year and use the vocabulary introduced in these sessions in everyday school life.

Differentiation

A bespoke programme teaching emotional literacy is offered to children identified and assessed as requiring more skills in this area. It is delivered as a part of the school enrichment programme.

Children displaying knowledge, understanding and skills at a higher than expected level for their age will be encouraged to join the school council and will be offered peer mentor roles.

SRE

“High quality SRE should be part of a broader developmental PSHE education programme, as set out, for example, in the PSHE Association’s programme of study (www.pshe-association.org.uk/programmeofstudy) and its guidance on developing your school’s SRE policy and PSHE policy. This learning should be linked to broader school policies and the curriculum in relevant subjects, as well as the school’s pastoral policy.”

Supplementary advice to the Sex and Relationship
Education Guidance DfEE (0116/2000)

It is compulsory for all maintained schools to teach the biological aspects of sex education, e.g. puberty, reproduction and the spread of viruses. Much of this content is delivered through the Science curriculum. However there are some elements of puberty teaching which is undertaken throughout KS2, which is in addition to the science curriculum and is in line with the government's recommendation for schools to provide information on changes before they begin. Parents will be informed of these sessions prior to them being completed in school and they have the right to withdraw their children from these additional sessions should they wish. Following consultations, these sessions are taught by class teachers with whom the children are comfortable and clear ground rules are established. These sessions are age appropriate and questions will be dealt with sensitively and using professional judgment on appropriateness. (refer also to Safeguarding/ Child Protection Policy). Specific information regarding content can be found in the Sex and Relationship policy.

It is essential that the correct biological and scientific terms be used throughout the school, as this will ensure that a factual paradigm rather than a value-based view of SRE pervades. It also provides a clearer basis for dealing with any disclosures and allows us to respond professionally should any issues such as FGM emerge.

Any staff that are uncomfortable with this aspect of the policy will be offered further training.

Sensitive and controversial issues, difficult questions and disclosures

We aim to create a secure atmosphere where children feel able to talk and know that teachers and other children are sympathetic. But we must always be aware that such an atmosphere may naturally lead to disclosures and difficult questions. Where disclosures occur staff must follow child protection procedure (see policy.) With controversial or embarrassing questions staff have the right to refuse comment and refer to parental or senior staff for advise. We must also bear in mind that the family unit is changing and class teachers should be sensitive to issues such as divorce and other family circumstances when planning lessons.

External links

Due to the cross curricular nature of SMSC there are many links within and outside of school:

Internal:

Lunchtime staff
School and Class council
Prefects

External:

School nurse (involved with the advising of teaching of SRE and physical health and well being)
Local police and emergency services
Healthy school LA team
Local religious leaders
Charitable organisations
Advisory organisations
Local establishments

Equal Opportunities

We aim to meet the needs of every child. Work will be differentiated and discussion will progress at the children's own level and pace.

Where possible associated members of staff will support relevant children and time will be made between the SENCO and class teacher to ensure that the needs of the child are being met and make all concerned aware of any sensitive issues.

In certain cases SMSC can be a valuable tool, for example when a child feels unhappy or has social issues. In this case the SENCO, SMSC manager and class teacher will amend the scheme of work accordingly and additional provision may be made.

Equal access should be made for boys and girls, and where necessary within separate lessons (within SRE).

Staff should be aware of sensitive issues and account for them in their planning and teaching e.g. divorce or bereavement.

Gifted and talented children's needs will be taken into account and any extension activity will be shown on planning. Where a child is particularly gifted in discussion, has a very mature outlook or is very sensitive to the needs of others this could be used in modelling to the rest of the class.

Assessment, recording and reporting

- Children's progress will be reviewed against the end of key stage statements for PHSE. PHSE will be assessed at the end of a unit of work. Teachers will identify children who are working at the following three levels: emerging, expected and exceeding. Teachers can then see gaps in a child's knowledge or ability to ensure these areas are addressed.
- Good quality and meaningful work will be displayed where possible to recognise achievement. Display could also include photographs of relevant discussion or drama.
- A class book will be developed in each class to collect, display and celebrate work produced.
- End of year reports will inform parents of progress made.

Role of the co-ordinator

- To review and up date policy and schemes of work to ensure that they meet the needs of the children and follow legislation.
- Present reports/updates to governors.
- Ensure that school has relevant resources.
- Organise external visits and projects.
- Monitor and moderate planning and children's work.
- Attend relevant courses and update staff.
- Monitor and evaluate planning and assessment, termly.
- Scrutinise PSHCE/SEALs big books.
- Ensure all classroom displays are current and reflect the value placed on SMSC within school.
- Provide staff feedback on all of the above areas.
- Evaluate external provision for quality and value.

Role of staff

- Understand and implement SMSC school policy and scheme of work including planning.
- Amend scheme of work to make appropriate and inclusive for their whole class including SEN and G & T children.
- Foster strong links with parents, carers and the community.
- Ensure SMSC ground rules are set and that the children understand the need for these rules and follow them.
- Foster an atmosphere of security and respect.
- Deal with sensitive issues appropriately, informing relevant staff and following child protection procedure when necessary.
- Provide the SMSC co-ordinator with any information they may require.

- Complete the class 'big book' to celebrate examples of work.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary and the coordinator on a yearly basis.

Signed:

Date: