



PSHE Policy Incorporating SMSC

Policy Reviewed:	September 2022
Next Review:	September 2023

The **national curriculum** states that '*all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice*'.

PSHE education contributes to schools' statutory duties outlined in the **Education Act 2002** and the **Academies Act 2010** to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

The relationships and health aspects of PSHE education **is compulsory in all schools from 2020.**

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. We recognise that in educating children, we can create a caring, secure environment where our children can flourish in line with our school's mission statement.

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 8 following values:

- Forgiveness
- Cooperation
- Equality
- Honesty
- Passion
- Resilience
- Gratitude
- Kindness

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 to 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 PSHE sessions (to include circle time/ RSE)

Planning and Delivery

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

- 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 Masfield School.
- 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 and Wellbeing Award Initiative.
- Our commitment to peer massage as an encouragement to positive touch amongst pupils

Curriculum

PSHE

Teachers follow a spiral curriculum for PSHE. They cover twelve units over a two year period which are revisited throughout school. They have access to the PSHE Association and Yasmine and Tom to support with quality resources and lesson plans. The units cover the following:

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Be Yourself!	TEAM (Kindness Week)	Money Matters (Safer Internet Day)	Britain	Aiming High	It's my Body
Year 2	Respecting Rights	VIPs (Kindness Week)	Safety First (Safer Internet Day)	Think Positive	One World	Growing Up
Year 3	Be Yourself!	TEAM (Kindness Week)	Money Matters (Safer Internet Day)	Britain	Aiming High	It's my Body

Year 4	Respecting rights	VIPs (Kindness Week)	Safety First (Safer Internet Day)	Think Positive	One World	Growing Up
Year 5	Be Yourself!	TEAM (Kindness Week)	Money Matters (Safer Internet Day)	Britain	Aiming High	It's my Body
Year 6	Respecting rights	TEAM (Kindness Week)	Safety First (Safer Internet Day)	Think Positive	One World	Growing Up

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. The thrive assessments identify areas for whole class sessions which are built into PSHE and identify where small group interventions are needed. In addition, the use of knowledge organisers for each unit, allow staff to effectively differentiate vocabulary and content based on what was covered in the previous units of teaching.

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.

RSE

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Masefield Primary School we teach RSE as set out the policy for RSE.

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 advice. 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.

Assessment (taken from PSHE Association Guidance), recording and reporting

Learning in PSHE education should be assessed for several reasons:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance.

In order to record these developments, pupils complete a baseline activity which is recorded on seesaw along with the rest of their work on that unit. They then also complete a final piece of work which is housed in pupils PSHE journal which travels

through school with them. Staff complete an electronic assessment of pupils knowledge linked to factual information within each unit and their understanding of the technical vocabulary linked to each unit.

Good quality and meaningful work will be displayed where possible to recognise achievement. Display could also include photographs of relevant discussion or drama.

Seesaw is used for each child to collect, display and celebrate work produced.

End of year reports will inform parents of progress made.

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 Families 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.

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 seesaw and journals.
- 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 seesaw to record 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.

