



Wheatlands Spiritual, Moral, Social and Cultural Policy (To include Personal, Social Health and Economic Education – PSHE)

April 2020

Introduction

Spiritual, moral, social and cultural education (SMSC) alongside Personal, social, health and economic education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school. We teach them about rights and responsibilities and they learn to appreciate what it means to be a positive member of a diverse multicultural society. It should be noted that SMSC and PSHE also meets the requirements for the teaching of Fundamental British Values and Relationships Education. (See separate policies)

Wheatlands also recognises that even though SMSC and PSHE are non-statutory subjects they should be considered with equal weight to subjects included in National Curriculum 2014. Non Statutory advice from the DfE states that; *'maintained schools have obligations under section 78 of the Education Act 2002 which requires schools, as a part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'*.

Definitions

SMSC is defined in the Ofsted School inspection handbook November 2019 outlined the definitions for each are as:

Spiritual Development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social Development

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Aims and Objectives

The aims of SMSC, PSHE and citizenship cover three core areas and should enable our children to learn about:

1. Health and Wellbeing

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

2. Relationships

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

3. Living in the Wider World.

- respect for self and others and the importance of responsible behaviours and actions
- rights and responsibilities as members of families, other groups and ultimately as citizens
- different groups and communities
- to respect equality and to be a productive member of a diverse community
- the importance of respecting and protecting the environment
- where money comes from, keeping it safe and the importance of managing it effectively

- how money plays an important part in people's lives
- a basic understanding of enterprise.

Teaching and Learning Style

We use a range of teaching and learning styles. We like to include the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We use our School Council, House Captains, Young Health Champions, Anti-Bullying Ambassadors and our Eco Committee as positive role models. We also have Buddies and Play Leaders who also play a key role in the promotion of a happy and healthy school.

SMSC, PSHE and Citizenship Curriculum Planning

We teach SMSC, PSHE and citizenship to all children in a variety of ways, taking into consideration children's individuality and placing high regard on teaching children with additional or special needs. In some instances, e.g. drugs education, we teach SMSC and citizenship as a discrete subject on occasions and often through the science curriculum. We also use links to our locality and ensure that teaching fosters an understanding of their heritage and a sense of pride in our children about where they come from.

Often we introduce SMSC, PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography and different cultural aspects in modern foreign languages. As there is a large overlap between the programme of study for religious education and the aims of SMSC, PSHE and citizenship, we often teach SMSC, PSHE and citizenship through our religious education lessons. If this is the case then cross curricular links will be highlighted on planning or schemes of work to ensure appropriate coverage.

We also develop SMSC, PSHE and citizenship through activities and whole-school events, e.g. the school council and Eco-committee representatives from each class meet regularly to discuss school matters. We offer a residential visits to Year 5 and

Year 6 children, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

Provision

At Wheatlands we aim to deliver an education that will give our children the skills, knowledge and understanding that enables them to work towards their full development in each of these areas.

In order to do this we strive to ensure:

- That everyone connected with the school is aware of our values and principles.
- That all adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.
- There is a consistent approach to the delivery of SMSC and PSHE education through the curriculum and the general life of the school.
- That a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That a range of learning and teaching styles are used.
- That all children, including those with SEN, have an equal opportunity to access the provision for SMSC and PSHE education.

There are key opportunities in our school for SMSC and PSHE education and these include:

- A planned Religious Education curriculum.
- A planned Personal, Social, Health curriculum.
- A planned RSE curriculum.
- A planned BMV curriculum.
- Assemblies following planned themes that explore important values, aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- School and Class Council Elections and Meetings.
- Class Agreements.
- Lunchtime and Playtime Agreements.
- A Behaviour Policy agreed by staff and children.
- Themed Education Weeks eg. Fair Trade Fortnight, Walk to School Week.
- Parental Engagement.
- Sports Leaders.
- House Captains.

- Buddies and Playleaders.
- After School Clubs led by staff and outside agencies.
- Planned work in other curriculum areas.

Assessment and Recording

Teachers assess the children's work in SMSC, PSHE and citizenship by making informal judgements as they observe them during lessons, through discussion with children and through book scrutiny. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage to ensure progression across the school. Assessment should offer the children the opportunity to reflect on their own progress.

Resources

We keep resources for SMSC, PSHE and citizenship in a central store and use a range of appropriate websites. We have additional resources in the library. Our SMSC, PSHE and citizenship subject leader (Jacqueline Simpson) holds a selection of reference materials for teaching sensitive issues.

Monitoring and Review

The SMSC, PSHE and citizenship co-ordinator (Jacqueline Simpson) together with the headteacher (Samantha Pyle) is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of SMSC, PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the head-teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement through regular action planning.

Note: This SMSC, PSHE and citizenship policy should be read in conjunction with the other school policies in particular Relationships Education, Religious Education, Fundamental British Values, science and PE.

Date of Implementation: April 2020

Review Date: September 2022