



Charles Saer Community Primary School

PSHE/RSE, SMSC and British Values Policy 2020

Intent

PSHE/RSE

Our whole school curriculum intent in PSHE/RSE is to support pupils so that they are able to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work through the teaching of the three fundamental core themes: health and well being, relationships and economic wellbeing. As it is a subject which addresses both pupils' current experiences and preparation for their future; prior learning for each core theme will be revisited, reinforced and extended year on year and linked into both key aspects of our local community and issues that arise here as well as important and significant changes and developments world wide.

SMSC and British Values

Our whole school curriculum intent with SMSC and British Values is to provide pupils with the opportunity to learn about themselves, others and the world around them so that they can begin to develop and reflect on their own beliefs and opinions and gain an informed perspective of the wider world. Through acceptance and engagement with the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; pupils will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. This will include understanding the difference between right and wrong, understanding there are consequences for our actions, learning to accept and respect the viewpoints of others, how to be an active member of our school as well as our wider community, the role of parliament and its history and the way in which it and other historical and cultural events have shaped our own heritage.

We aim to provide this in PSHE/SMSC through:

- Gaining first hand experiences from visitors or visits to places linked to those who support us in our own community; for example, local high schools, colleges and businesses, the local council, the emergency services, religious institutions and through family/community events we regularly hold in school.
- Developing self-confidence and independence through having the appropriate vocabulary to be able to communicate and express how we feel and what we want to achieve for our own future. Through teaching the zones of

regulation and referring to them daily our children will learn to recognise how they feel, understand appropriate ways to express their emotions, who to look to for support should they need it and how to take action for themselves through making the right choices.

- Developing a sense of pride in self, school and community through the key teaching of skills in resilience, resourcefulness and respectfulness (our mindful monsters who we focus on each term). Children can participate in lessons, assemblies and key events to explore how each monster can relate to them and the things they do. Celebrating success as individuals, as a school and understanding how we and the local community can support one another is recognised here through personal achievement, team achievements, charity support, our PTFA, our school council and the commitments we make to these.
- Developing tolerance and understanding of different cultures and lifestyles is taught through our lessons, in assemblies and through themed days or weeks which often link in to our religious education. This also involves the support and education from parents or others in our local community from different ethnic, social and cultural backgrounds.

Implementation

PSHE in Early Years Foundation Stage (EYFS) is taught as an integral part of the topic work covered during the year through daily continuous provision and weekly adult led circle time and discrete PSHE sessions. Early Years plan and teach from the development matters, Early Years Foundation Stage document. PSHE makes a significant contribution to development of a child's personal, social and emotional development, communication, language and literacy and understanding the world.

Pupils in Years 1-6 will follow planning set by the PSHE Association, looking at a key question each half term which is also used to assess their knowledge and understanding at the beginning and at the end of each unit. Each of these questions is linked to one of the three core themes studied. Within each core theme pupils will follow the 1 Decision scheme of work and complete work set in their 1 Decision workbooks. Additional activities and resources are sometimes used to plug gaps or to cover themed SMSC days and weeks. These are added to the 1 Decision workbook or pupils personal journal, both of which pupils take with them into their new class each year.

All classes take part in circle time sessions. At Charles Saer we use circle time to promote and discuss current issues and to develop and practice children's communication, problem solving and other social and emotional skills. Children take part in planned circle time activities and circle time games. The session provides valuable opportunities for pupils to practice speaking and listening, social, turn-taking and team-building skills whilst being an enjoyable and uplifting part of the school day or week.

Curriculum map

Early Years plan and teach from the development matters, Early Years Foundation Stage document. We offer a play based curriculum which is carefully organised and planned for and includes opportunities for children to learn through a range of opportunities and experiences.

At Charles Saer Community Primary School, we have mixed age classes, so we have developed a two-year cycle to ensure full coverage across the school. The PSHE Association key objectives and yearly plan are attached.

The 1 Decision curriculum map and progression of skills documents are attached.

Themed days

At Charles Saer Community Primary School, we incorporate themed days and weeks into our teaching and learning. We plan themed days and weeks that mainly revolve around SMSC where we look at introducing and teaching key events, festivals and celebrations recognised in Britain and countries around the world. Children will look into the history of these and participate in practical activities linked to them, for example, dance, music, cookery, art and role play/dressing up in traditional costume.

Through PSHE we will also focus on themed days or activities that affect our mental health, for example, anti-bullying and supporting others through fund raising/charity events such as children in need.

How learning is organised

Pupils learn in a weekly timetabled session for PSHE/RSE which mainly involves the observation of a 1 Decision video clip, discussion of the clip or points raised on a 1 Decision powerpoint. Pupils may also have an activity to complete in their 1 Decision workbooks. Other resources and activities will be accessed in relation to the key half termly question taken from the PHSE Association plan and discussed as a class. Any additional written activities will be added into the pupils 1 Decision work books. Some of the activities the pupils take part link into other curriculum areas and include elements of SMSC and British Values also. Teachers and pupils use the colour coded grid to add a coloured spot to their floor book or exercise book to show which elements have been covered. (See attached document)

At times teaching of PSHE, SMSC and British Values will involve discussion, teachers recording notes or take photos or videos of pupils as they take part in role play, discussion and debate. Evidence is uploaded onto Seesaw into the PHSE/SMSC folders with the key objective as a caption. In EYFS all evidence is uploaded onto Tapestry and linked to objectives achieved; observation show the progression from Nursery to Reception.

Assessment

At Charles Saer Primary School ongoing assessment is an fundamental part of the learning and development processes in the Early Years. Staff observe pupils and record these observations on Tapestry, linking them to the Development Matters and The Characteristics of Effective Learning. Observations are completed during continuous provision, when children are applying their personal, social and emotional skills during play and interaction. Also, through circle time and adult led PSHE sessions.

Teachers monitor the progress of each children in their personal, social and emotional development ensuring progress is being made.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals which include Personal, Social and Emotional Development: Making relationships, Self-confidence and self-awareness and Managing feelings and behaviour. The end of year assessment indicated whether they are:

- Emerging - Working below and not yet meeting expected levels and only demonstrating some of the features of this age band.
- Expected - Typical behaviour which is thoroughly embedded.
- Exceeding - Working above expected levels.
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KS1 and KS2 are assessed at the start of each new unit. Pupils are asked to reflect on a key question and record their ideas/have ideas scribed by an adult. At the end of the unit, pupils will be asked to reflect upon the same question again to see if their outlook, knowledge and opinions have changed. These reflections are recorded in a personal journal which children take with them as they move through school. This journal will also be used to record activities and personal reflections on themed days/weeks carried out as part of the SMSC curriculum. These reflections will not be assessed but may inform teachers as to how engaged pupils have been in such activities and what they have taken from them.

As each of the three core themes in PHSE/RSE is revisited and extended, teachers can see what the pupils know already and the depth of their understanding before moving on with each area further. It gives them a starting point from which they can recap and the journals, in addition with the 1 Decision workbooks, give the children something familiar to look back on and refresh their memories.

Curriculum

The Foundation Stage deliver PSHE content through the Early Years Foundation Stage (EYFS). Personal, Social and Emotional Development: Making relationships, Self-confidence and self-awareness and Managing feelings and behaviour. PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into expected early learning goals and exceeding statements, for PSED these are:

Expected

- **Self confidence and self awareness** - children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

We support children in building their self confidence through play and during group times. We encourage them to express their ideas, thoughts and feelings and model how to communicate effectively towards each other.

- **Managing feelings and behaviour** - children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

In the EYFS we follow the class rules and discuss class expectations. Rules and expectations are discussed within play and group sessions. Children learn what behaviour is appropriate and we encourage them to make the right choice.

- **Making relationships** - children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

We encourage children to build relationships and play alongside other children in the class. We model how to play cooperatively, take turns and share resources in the classroom. During circle time we model good speaking and listening skills and learn how to take turns in speaking and listening to others.

Exceeding

- **Self confidence and self awareness** - Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

Children are encouraged to develop their confidence speaking in larger groups such as whole class and large groups. They are encouraged to become independent learners and become resourceful in finding support/problem solving without support from others.

- **Managing feelings and behaviour** - Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

Children show higher level of self management, self control & self discipline. Children are encouraged and able to follow the class and school rules without support.

- **Making relationships** - Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

We encourage children to problem solve, finding an effective resolution and resolving their own problems. They are taught to understand the concept of bullying and its actions.

The key objectives for KS1 and KS2 in PSHE and RSE are outlined by the Department for Education and the PSHE Association and broken down into the three key areas of health and well being, relationships and economic well being. The grids containing the core themes and objectives are attached.

Teaching and Learning

Teaching and learning in PSHE, SMSC and British Values is provided in a range of different ways. The key aspect of learning is through listening and discussion. Pupils will be asked about what they know, think or feel about a particular topic, they will be asked to watch short films or read about issues and make informed choices about them. Pupils can reflect on their learning through sharing ideas in circle time, drawing pictures or writing to

reflect on what they have learned and how they feel about it. Pupils will also be given practical opportunities when learning about different cultures, faiths and communities around the world for example cooking and tasting new foods, learning foreign languages, playing musical instruments and learning new songs, through the appreciation of and learning of new art skills and by taking part in activities such as dance and sports which are popular in other countries.

All staff are delivering circle time based on the Zones of Regulations. The Zones of Regulation is a behavioural approach used to teach self-regulation by categorising our feelings. The Zones framework provides strategies to teach students to become more aware of and to be able to control their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. The Zones are also being delivered regularly through weekly assemblies. Children have a greater awareness of the Zones and are able to regulate their actions and able to express their feelings and behaviour more effectively. Children are understanding the language related to the Zones of Regulations and are beginning to use this when discussing their own feelings. This has promoted the ethos of the school to encourage children to express emotions verbally.

We also promote a growth mindset approach towards learning. We believe that intelligence and abilities can be developed through effort, persistence, trying different strategies and learning from mistakes. A growth mindset approach is developed through the teaching of the Mindful Monsters (see below).

MINDFUL MONSTERS			
 Resilience Try-monster	 Reflectiveness Think-monster	 Resourcefulness Explore-monster	 Co-operation Teamwork-monster

This approach encourages and enables our children to:

- Create a learning culture in which we all strive to become better learners
- Use clear labels to develop a better understanding of learning processes
- Approach difficulties in learning without fear of failure
- Become more confident and ambitious

All staff promote a growth mindset approach using on the 4 Mindful monster: Resilience, Reflectiveness, Resourcefulness and Co-operation. Language is modelled and embedded through the school day by all staff .

Special needs provision

All lessons are inclusive and accessible for pupils with SEND. Lessons are differentiated where necessary and support is given if pupils need help with recording thoughts and ideas in their journals.

Equal opportunities

At Charles Saer Community Primary School, all children have equal access to the PSHE curriculum and teaching of SMSC and British Values. It is the responsibility of the teachers to ensure that all pupils, irrespective of gender, religion, learning or physical ability, race,

culture, ethnicity and social circumstances, have access to the curriculum and make progress. Where appropriate, work will be adapted to meet pupils' needs and if appropriate extra support will be given. Work will also be differentiated for more able pupils and they will be given suitably challenging questions and activities.

Parents have a right to request to withdraw their child from sex education delivered as part of RSE.

Links with other subjects and areas of learning

PHSE, SMSC and British Values embed themselves in so many of our other subjects and extra curricular activities at Charles Saer. For example:

- Though the teaching of PSHE/RSE links will often be made to Science in terms of understanding our bodies, anatomy, reproduction (KS2), how to keep our bodies healthy and the effects of drugs, alcohol and tobacco on our bodies.
- In PE links will be made in terms of recognising the importance of exercise to keep us healthy and also aspects of mental health will be explored in terms of developing skills in teamwork/co-operation, resilience, respect and responding positively to sporting opportunities which we provide through lessons, clubs, events and competitions in our local community.
- SMSC links are also made through religious education as children learn to reflect on their own beliefs, religious or otherwise, which inform their own perspective on life. Through learning about other religions pupils will learn how to show interest in and respect for other peoples faiths, feelings and values. We follow the Lancashire agreed syllabus for RE using the Discovery RE Scheme which explicitly identifies opportunities for SMSC development within each enquiry. We also visit different places of worship.
- SMSC will also form aspects of pupils learning in music and art. As they study different artists, musicians and their origins this will develop an understanding and appreciation of different cultural influences and heritages as well as encouraging a positive response to artistic and musical opportunities we provide in school and as part of our wider community. For example Lancashire Music Service lessons and performances, young voices, choir, contributions to local art exhibits and competitions.
- With changes in communication over time and our modern world now being dominated by social media, pupils will learn about online safety through both ICT and PSHE. They will understand how to keep themselves safe and learn how to use the internet safely and respectfully. They will look into the affects on mental health through the misuse of social media such as cyber bullying, the consequences of it and how to cope with this.
- SMSC is key to learning in some areas of History and English as pupils discover and develop their own voice. They will learn about the law, democracy, freedom of speech and how this has changed over time and influenced the society we live in today. They will be given opportunities to voice their own options and learn how to listen to and respect the opinions of others. Those who have a passion to speak out on the behalf of others and make decisions for the benefit of our school community can become a part of our school council and develop their democratic skills even further.
- Geography will involve aspects of studying different countries, the people who live there, their ways of life at home, school and at work.

- Modern foreign languages will encourage children to learn how to speak a different language and learn about the cultural differences and similarities we have with others around the world. The whole school takes part in a yearly language day and explores a variety of cultures in depth. Children gain new experiences based around culture, history, music, food, art and many other opportunities.
- As a school we promote social development by having a school council group. The school council represents the views of all school pupils to discuss and help sort out any school issues, problems and to help improve our school.
- Worship assemblies are planned and delivered weekly to the whole school. Assemblies discuss religious festival, key events and dates.
- We will be introducing picture news in key stage assemblies to regularly cover SMSC and British Values current issues. Each week a current news story will be introduced with a thought-provoking question to encourage discussion and to provide opportunities for children to learn from our world and develop respect for other's beliefs, feelings and faiths.

At Charles Saer Primary School we ensure that the fundamental British Values are taught within our curriculum. All areas of learning provide a vehicle for furthering understanding of these concepts and, in particular, RE, PHSE and assemblies provide opportunities to deepen and develop understanding. At Charles Saer Primary School, we also uphold and actively promote British values in the following ways.

Rule of law.

At Charles Saer we promote the importance of the rule of law through such things as:

- School rules and expectations are clear, fair and regularly promoted.
- Pupils are helped to distinguish right from wrong.
- The Behaviour Policy encourages the restorative justice process to resolve conflict.
- Visits from authorities such as the police, fire service; etc are regular parts of our calendar and help reinforce this message.

Democracy

At Charles Saer we promote the importance of democracy through such things as:

- Electoral process for student positions of responsibility e.g. School Council, Eco School, Head Boy and Head Girl.
- Students being encouraged to consider alternative pathways in lessons.
- Our school behaviour policy involves rewards which the pupils have discussed.
- Student Voice on key school decisions. For example, school council and eco club.

Individual liberty

At Charles Saer we promote the importance of individual liberty through such things as:

- The provision of extra-curricular activities and clubs.

- Students encouraged to voice views in lessons.
- Students offered autonomy over learning choices e.g learning through play and planning from the child's interests.
- A variety of dinner choices available at lunch time as well as healthy options provided at the salad bar.

Mutual respect

At Charles Saer we promote the importance of mutual respect through such things as:

- Classroom code of practice.
- School ethos statement: Respect, Achieve, Succeed.
- Clear guidance on good behaviour in all areas around the school.
- School behaviour policy.
- Equal opportunities policy.
- The publishing and enforcement of a smart dress code for students [uniform] and staff

Tolerance of Those with Different Faiths, Religions and Beliefs

At Charles Saer we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Observance of religious festivals and services.
- Acceptance of different faiths.
- Religious Studies taught to all students across the school.
- Faith assemblies.