

Bridgewater Primary School PSHE including SMSC and British Values Policy

Rationale

At Bridgewater Primary School pupils' spiritual, moral, social and cultural development (SMSC) is a whole school development, underpinning all aspects of school life as we firmly believe that without these foundations, our pupils will not achieve their full potential socially, emotionally or academically. The development in SMSC and British Values will take place across all curriculum areas as well as through separate PSHE lessons. We create activities that encourage students 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. Through high-quality teaching and learning experiences, we empower our pupils with key knowledge, skills and attitudes, thus raising their self esteem, and ultimately ensuring that they will be better equipped to meet future challenges in our growing diverse and multicultural society. As a school, we are committed to the safeguarding of all of our pupils and are a fully inclusive school.

Aims

As a school we aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for other people.
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- ensure that pupils know what is expected of them and why.

Definition

Pupils' spiritual development is shown by their:

- ability and willingness to be reflective about their experiences and beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- use of imagination and creativity in their learning.

Pupils' moral development is shown by their:

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

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings.
- ability to resolve conflicts effectively.
- interest in, and understanding of, the way communities and societies function at a variety of levels.
- ability to accept and engage 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.
- ability to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- understanding of their cultural heritage.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our cultural history and values.
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- interest in exploring and improving their understanding of, and showing respect for cultural diversity.
- their ability to understand, respect and celebrate diversity.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school e.g. via the school council.

Curriculum

SMSC and British Values take place across all curriculum areas, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs 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. A vast majority will be delivered through cross curricular activities as well as RE and Circle Time and specific PSHE lessons where SMSC and British Values are covered activities. The PSHE lessons are taught through the use of the scheme: Jigsaw, this covers SMSC development as well as the teaching and exploration of British Values.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Monitoring and Evaluation

Provision for SMSC and the promotion of British values is audited, monitored and reviewed on a regular basis, through the monitoring of teaching, planning, pupil interviews and books.

Assessment, Recoding and Reporting

While this aspect of the pupil's development is important, it is inappropriate to make judgements on an individual's spiritual development. It is the provision that is recorded and monitored.

Inclusion

Bridgewater Primary School is committed to a policy of equal opportunities for all pupils. Knowledge of the British Values as well as spiritual, moral, social and cultural development is an entitlement for all pupils regardless of their own particular belief or ability.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (arts and crafts, cooking, dance, football, tennis etc) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

Visits and Visitors

Visits play an important part in the spiritual, moral, social and cultural development of pupils as well as their knowledge of British Values. Of particular benefit are visits to places of worship, places of natural beauty or special scientific interest.

Review

This policy will be reviewed annually in line with the school's policy review programme. In light of this, policy amendments may be made.

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January 2018