



PSHE and SMCE Policy

**Approved by FGB on 13th November 2019
Min 12.17/11.19**

To be reviewed November 2021



**Artsmark
Silver Award**
Awarded by Arts
Council England



Derbyshire Healthy Schools
Community Award

Headteacher: Mrs Zoë Andrews

Tibshelf Infant & Nursery School
Personal, Social and Health Education (PSHE) and
Spiritual, Moral, Social and Cultural Education (SMSCE)

1. Aims and objectives

Personal, Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSCE) 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 about rights and responsibilities.

We will ensure that we will create a safe and supportive learning environment by ensuring that our planning and approach to PSHE and SMSCE is child centred.

Our aims in teaching PHSE are to help children to learn:

- to listen, work and play with others
- to develop social skills and manage their feelings
- to develop personal values and think for themselves
- to discuss and solve problems
- to look after themselves and take responsibility
- to develop anti-bullying strategies and learn to resolve conflicts
- to take an active part and be responsible for their own learning

To help children to improve their skills of:

- Communication
- Confidence and Self esteem
- Having positive relationships
- Co-operation
- Keeping themselves safe

To help children to be aware of:

- To know that their own personal identity
- different values and different point of view
- their own and others feelings
- other children's/adults rights

We are committed to teaching that:

- bullying is unacceptable
- not all secrets are good (When required refer to the safeguarding/child protection policy)
- there are cultures other than their own

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Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Gain knowledge of Britain's democratic system

Health

As a school we aim to promote opportunities that will enable pupils to:

- Understand what it means to have a healthy lifestyle.
- Develop an understanding of what a healthy diet means.
- Develop an understanding of the importance of being active.
- Develop an awareness of age appropriate personal hygiene care.

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2 Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Children are encouraged to take part in a range of practical activities e.g. charity fundraising or involvement in an activity to help other individuals or groups less fortunate than themselves. They participate in discussion to learn how conflicts are resolved or to agree classroom rules and expectations for 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.

The School's ECO Council meets regularly. As part of this process pupils are involved and consulted about relevant issues facing them in all aspects of school life.

3 PSHE and SMSCE planning

3.1 We teach PSHE and SMSCE in a variety of ways using the 'Jigsaw' scheme as a basis for teaching across school.

3.2 PSHE and SMSCE are sometimes introduced through other subjects, e.g. when teaching about local environmental issues in geography, we make the children aware of some of the ways people look after the local, natural and built environment and that they, along with everyone else, have a responsibility to keep the environment clean and litter free.

4 Teaching and Organisation

Development in PSHE and SMSCE will take place across all curriculum areas, within activities 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.

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

Class discussions and time to talk times will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.

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- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

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 and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

5 Foundation Stage

We teach PSHE and SMSCE in the foundation stage as part of the Foundation Stage curriculum, using the 'Jigsaw' scheme in Foundation Stage 2.

We relate the PSHE and SMSCE to the objectives set out in the Foundation Stage Curriculum. Our teaching in PSHE and SMSCE matches the aim of developing a child's personal, emotional and social development as set out in the curriculum.

6 Teaching PSHE and SMSCE to children with special needs

6.1 We teach PSHE and SMSCE to all children, and promote the needs and interests of all pupils' irrespective of gender, culture, ability or aptitude.

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6.2 Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. All staff actively plan to ensure that materials, resources and learning environments are accessible to all children. Our school is inclusive. Some children may need to develop emotional literacy or need emotional support when faced with emotional difficulties or bereavement.

7 Assessment and recording

Teachers assess the children's work in PSHE and SMSCE by making informal judgements by assessing children during lessons against end of Key Stage expectations. All assessments and learning are passed onto the next teacher.

8 Intended outcomes

Pupils will learn to appreciate what it means to be a positive member of a diverse multicultural society.
Pupils will be prepared for opportunities, responsibilities and experiences of life in Modern Britain.

9 Monitoring and review

The PSHE and SMSCE curriculum is monitored by The Senior Leadership Team (SLT). They are responsible for monitoring the standards of children's work and the quality of teaching. Members of The Senior Leadership Team supports colleagues in the teaching of PSHE and SMSCE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

'Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.'

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