



Policy Name: PSHEE/SMSCD

General Statement

All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: enquiries@stcrispins.co.uk

These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment. St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

Policy Statement

St. Crispin's School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

St. Crispin's School provides a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives.

Far from being on the fringes, PSHEE is at the heart of everything that takes place in a school; it is recognized as being of fundamental importance for the education of all children by Proprietors, staff and parents of our school no matter their age or academic ability. As the children grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs.

Social, cultural and personal development is addressed through all subjects of the curriculum and school life generally (specifically in RE and PSHEE education and citizenship) and can contribute to the motivation to learn. We recognise that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. PSHEE is seen as very much complementing and supporting the work of parents and carers to prepares children for the opportunities, responsibilities and experiences of adult life.

As part of our Behaviour Policy St Crispin's School believes that all children and adults have the right to live in a supportive, caring environment in which children feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We recognise that bullying can occur through several types of anti-social behaviour.

We believe that a successful school will have a positive effect on how children think about themselves and the world; about their notions of right and wrong; how they relate to others; and their appreciation of the richness of their own and other ways of life.

Health Education

Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol abuse and the impacts this can have on the individual and others around them.

Economic education:

Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

Personal Development

The personal aspects of PSHEE look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of child.

Moral Development

Moral development is concerned with ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Social development

Social development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

AIMS

The aim of PSHEE is to help children and young people understand and value themselves as individuals, build up their knowledge and skills to stay healthy and safe and act as responsible and caring members of society. We want children to like themselves and to feel confident. PSHEE is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social well being of children.

We aim for our children to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable children to develop an understanding of public services and institutions and to take their place in modern democratic British society. General aims are to:

- promote a healthy lifestyle
- prepare children for the opportunities, responsibilities and experiences of adult life
- offer our children the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- ensure that children are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- develop self-esteem and confidence;

Specific aims related to PSHEE

- to face new challenges through responsible choices and actions.
- to manage successes and failures; to set simple goals and realise strengths.
- to understand the properties of money, that it can come from different sources.
- to recognise how behaviour affects other people.
- to appreciate that family and friends should care for each other.
- to understand that there are different types of teasing and bullying and the nature of consequences and how to ask for help.
- to resolve differences.
- to recognise risks and responsibilities.
- to understand peer pressure and to seek help and resist what is known to be wrong.
- to see actions affect themselves and others and to care about other people's feelings and to see issues from the view point of another.
- to identify people who can support.
- to reflect on spiritual, moral, social and cultural issues at appropriate times.
- to have strategies to manage situations.
- to appreciate how emotions impact our lives.
- to facilitate strategies for independence, e.g. homework, study skills, reading for information, reflection, listening skills, communication skills, discussions skills.
- to promote self-awareness, including qualities like stereotypes, loyalty, fairness, courtesy.

Spiritual / Moral Development

- enable children to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;

- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature; overcome barriers to their learning.
- Children are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:
- Leads children towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables children to gain insights into the origins and practices of their own cultures and into those of the wider community; Takes steps to ensure that the children appreciate racial and cultural diversity and avoid and resist racism.

In our school we plan and provide effectively in order to develop children's spiritual, moral, social and cultural awareness. Children of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution.

Social / Cultural Development

- to express opinions or views that affect themselves and society.
- to have an appreciation of rules and laws and their adherence.
- to appreciate diverse roles in society.
- to explore how the media presents information.
- to debate and scrutinise topical issues.
- to explore how the media presents information.
- to be aware of the place politics has and how people reach decisions.
- to understand that there can be different forms of government such as democracies and dictatorships.
- to understand about basic structures within the welfare state such as education, health, support for the unemployed, etc.
- to appreciate different types of relationships.
- To appreciate equal opportunities and the roles of men and women.

We aim for our children to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable children to develop an understanding of public services and institutions and to take their place in modern democratic British society.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of children:

- While they attend the school.
- While they are taking part an extra-curricular activity which are provided or organized by or on behalf of the school.
- In the promotion at the school, including through the distribution of promotional material, of extracurricular activities taking place at the school or elsewhere.

- They are offered a balanced presentation of opposing views.

Health

To value school rules on Health and Safety.

To learn about the damage and good that can be done in the local environment.

To understand the principles of a healthy lifestyle

To understand the importance of exercise in the promoting of good health.

To understand the association between diet and health, the nutritional value of various foods. The importance of good food preparation and handling.

The maintained of good personal hygiene

How some diseases, bacterial and viral spread and how they can be controlled.

Sex Education

Sex education is delivered during Science by qualified teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents explaining the units of work, parents may request a meeting to discuss the curriculum further.

Learning support provision

The nature of the topic allows for a broad range of mediums for delivery. Those children for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHEE is not currently examined or assessed there is no call for specific support for less able children though it remains incumbent upon the session leader to ensure that all children are as involved as possible in the discussions and activities taking place.

The Deputy Head and all teachers are aware from children's files of any home situation or social difficulty which could make some subjects more sensitive than others.

Assessment, Recording and Reporting

Assessment in PSHEE is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Marking, where necessary, should be with the child present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record children's work in PSHEE e.g. written, oral, photographic and artistic.

One way to assess learning during Circle Time and Assembly is by using observation. It is useful for the teacher to utilise the teaching assistant; they note down any comments or misconceptions that may affect their understanding. The discussion could be repeated at a later stage to check progression of ideas.

Parental and Community Involvement

Parents have the right to receive information from our school regarding PSHEE. We believe that sharing our children's learning with parents enables children to continue their development from school into their home life. Parents are invited to join in events in school and are informed of events and developments through our newsletter. Working with parents is a vital part of the whole school approach to PSHEE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. emergency services, ministers of religion, charitable trust, community groups, etc.

Early Years Foundation Stage

We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so laying secure foundations for future learning. We relate the PSHEE aspects of the children's work to the objectives set out in the EYFS Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

- The EYFS covers PSHEE topics through the prime learning areas of Personal, Social and Emotional Development and corresponding learning goals. Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their needs and feelings and form positive relationships with adults and children.
- 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 and will talk about their ideas and will choose the resources they need for their chosen activities.
- They say when they don't need help.
- 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.

Specific teacher led Circle Time lessons are held regularly to explore social, moral, cultural issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Weekly assemblies are also held. Circle Time can be useful for finding out about the ideas and values each child possesses. Here you would pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. These sessions are factored in to class time or introduced considering a specific issue that has arisen or affected the school.

Assemblies

Are an effective means of introducing themes which may later be used as a tool for discussion, enabling children to consider their arguments validity. They are pitched to at a level to be relevant to EYFS as well as Year 11. Assembly is also an opportunity to celebrate each other's achievements and interests (academic, extra-curricular or sporting) and interests with presentation of awards and certificates. In this way, it enforces positive achievement and celebrates diverse skills and individuality amongst the children. Whole school assemblies presented by alternate year groups offers the opportunity to work as a group and develop research and organizational skills as well as confidence in speaking in front of peers.

The Curriculum

Designated classes in PSHEE address a range of topics but most subjects will introduce aspects of social, moral, ethical, cultural issues to children in different ways. Most subjects, perhaps most notably science and Humanities, also help develop a sense of identity; offering awareness of the wider world and a sense of place within it.

Religious Education: considers different cultures and religions and aids tolerance and acceptance between communities.

Geography: considers cultural and social situations of people locally and around the world as well as stimulating discussion regards to environmental issues.

English: Studying a variety of texts (different culture/points in history) introduces many moral, social and cultural issues as well as perhaps offering an appreciation of the beauty of language. Confident spoken and written language skills are important considering future career opportunities and understanding use of English in public domain (media) is important in developing perspectives of the wider world. **History:** Introduces moral, social, cultural issues relevant today as well as perhaps inspiring an appreciation of the beauty of historical artefacts, buildings etc.

Art: Offers insight in social issues again through study of artwork from different cultures and different points in history as well as offering aesthetic enjoyment.

Science: some topics will introduce moral, ethical elements.

Physical Education: Team working /social skills are relevant in sports and participation is encouraged in recognition of the physical benefits of exercise. PE also supports the promotion of healthy body through healthy eating and exercise.

ICT: teaches safe and responsible use of the internet and helps develop research skills.

Maths Challenges: complements and builds on maths curriculum for those interested and requires effective teamwork in the UK Team Maths Challenge in Year 8 and 9.

Studying subjects across the curriculum requires a continuous development of social, listening and communication skills in children.

Assessments/teaching (especially at senior level) of all subjects will require children's presentations/projects/ discussion/ debate to be prepared by individuals or groups. This not only demands the development of individual organization skills but developing team-working skills.

PSHEE permeates the whole curriculum and allows many opportunities for developing links with the Core and Foundation Subjects throughout the school. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

Visiting speakers / Visits

We facilitate visits from a variety of outside bodies designed to develop life skills and child awareness of wider social issues (Life Bus- Jnr and Secondary Programme, RAF, Army, Association for the Blind, Fire service, Police, Magistrates Court, NSPCC, careers advisors and ex-pupils. Visits from police and magistrates helps very much enforce law-abiding ethos and a respect for authority.

Religious tolerance and cultural respect is supported through links with local temples, churches and other places of worship. The school welcomes speakers on religious topics for festivals. Children will learn about custom, traditions (what offends and why) and we recognize and celebrate major religious festivals in school.

Parental talks: Often parents will also give presentations about their faith/customs/culture/work. We also offer outward-bound opportunities, RAF team building experience, Army Development days etc. for children. In November, the whole school visits the local war memorial for a remembrance service.

Extra curricular activities:

Arts: We offer classes in dance, music, LAMDA (Speaking and Listening) which allow children to explore and express themselves creatively and have confidence doing so. Twice yearly concerts and plays require much preparation and performance, which requires strong team work and commitment. Children are strongly encouraged to get involved.

Clubs: We offer clubs which take place within or after the school day. Participation not only allows children chance to explore their interests but as many older children help run clubs for the younger it helps develop their organizational skills and sense of responsibility. This also applies to a certain extent to school sports teams: regular fixtures are made with local schools. A variety of sports are available to cater for girls and boys.

Bike ability: Links with this organization offer children the chance to addresses road safety issues for cyclists.

Fundraising:

Children across the school keen to fundraise for charities thus raising awareness of social issues and sense of responsibility. We have raised funds for Macmillan, (collected and helped with shoe boxes for) Operation Christmas Child, Readathon, British Legion, Red Nose Day etc. The school works through various activities throughout the year with older children often supporting younger children. Contribution to the school fete is encouraged in terms of organising and running stalls.

Work experience:

Through work experience Year 10 children have the opportunities to gain perspective on the wider world. This may help them to make decisions about their future careers as well as perhaps seeing the relevance of skills they have learnt and developed in school. Children use their own initiative to find placements, which encourages their sense of independence.

Behaviour:

The school uses a reward and sanctions system to promote acceptable behaviour socially and help develop positive attitudes to work. Positive Behaviour is rewarded and encouraged by staff. (Credits, Merits and Optimum's are issued for good work and considerate behaviour).

De-Merits and Standards (culminating in detention) are in place as sanctions for poor behaviour towards staff, other children and or poor attitudes towards school work. Serious and repeated incidents are reported and the Head would become involved; A Whole form report system is in place to isolate trouble makers – in this case behaviour is monitored; classroom contracts drawn up by children together with home/school agreements if necessary.

The behaviour system allows children to talk about incidents in 'no blame scenario'; a chance for children to air and resolve their grievances. This is facilitated by teaching staff and helps demonstrate how to find a fair, controlled and sensible resolution to problems. Zero tolerance of bullying is shown in lessons and playground.

Organisational Structure

House system: This system is relevant to the whole school and promotes team spirit and encourages achievement. Positive behaviour, achievements in work and sports will contribute to overall house successes. Equally poor achievement and behaviour will have the reverse effect.

School Hierarchy: The Head boy and girl, prefect, house captain system and junior monitor system helps develop leadership skills and a sense of responsibility. Designated children help to maintain a pleasant environment for children to live and study as well as motivating and inspiring younger children. Children are selected for these roles through observation of their contribution and commitment to school activities and ability to be positive role models.

We also have Peer buddy system where a responsible child is chosen to help support settle in a new child.

Legal framework

Complies with Part 1 Quality of Education (Curriculum) and Part 2 of The Education (Independent School Standards) (England) (Amendment) Regulations.

This policy complies with Regulation 3 Welfare, health and safety of pupils, paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges to include Safeguarding and Child Protection.

This policy complies with Regulation 4 Suitability of Staff, Supply Staff and Proprietors The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges

Applies to:

- The whole school including the Early Years Foundation Stage (EYFS) before and after school activities and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the staff/Heads and volunteers working in the school.

Further guidance

- Promoting fundamental British values as part of SMSC in school's Departmental advice for maintained schools Nov 2014
- Independent School Standards Regulations Jan 2015
- Youth Justice Board **Related documents:**
 - the Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination)
 - Curriculum and Teaching and Learning Policies
 - The Safeguarding Policies; Child Protection and Anti-Bullying
 - Safeguarding Children – eSafety, Child Protection and Safer Recruitment Policies
 - PSHEEE & Citizenship/SMSCD Programme
 - Special Educational Needs & Disability Policy
 - Staff code of conduct/prudence policy
 - Inclusion Policy

This School Policy was adopted by St. Crispin's School Limited on:

04.01.13

To be updated:

Annually

Reviewed/Updated:

01/11/13

01/02/15

05/10/16

25/01/16

25/01/17

26/02/18

27/02/19

Signed on behalf of the Provider:



Mr. A. Atkin (Headmaster).