

Skegness Infant Academy

Personal, Social, Moral Spiritual (PSHE) and Social, Moral, Spiritual, Cultural (SMSC) and British Values Education Policy.

At Skegness Infant Academy SMSC is at the heart of our school ethos and is delivered through PSHE sessions, assemblies, extra-curricular activities and throughout the curriculum. In addition we recognise and promote British Values.

We believe that education in PSHE and SMSC enables children to become healthier, more independent and more 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 doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. PSHE helps to give the pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Our objectives for our children are

- To know and understand about healthy lifestyles
- To develop confidence and self esteem
- Make informed choices about personal and social issues
- To keep themselves and others safe
- Understand what is a good relationship with others
- To respect differences between people
- To be thoughtful and responsible members of school, the local community and the global community
- Explore issues related to living in a democratic society
- To develop good relationships with other members of the community
- To value their own achievements and achievements of others
- To decide on values by which they want to live their life. Have a sense of purpose
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning

Definitions

Skegness infant academy defines SMSC in accordance with the definitions provided by Ofsted;

Spiritual -Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral -Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social -Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural -Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

British Values -According to Ofsted, British Values are; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Provision

We aim to deliver the curriculum to enhance pupils learning through a coordinated, balanced, progressive and whole school approach which helps to prepare pupils for the opportunities, responsibilities and experiences of life. This is delivered in assemblies and a weekly lesson from Foundation stage 1 through to year 2 and embedded throughout the curriculum. We use the Jigsaw programme. All year groups follow the same themes which change each half term. This ensures progression and the opportunity to build on prior knowledge and experiences. All lessons take into account the pupil's age, development, understanding and needs.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, it has 2 main aims:

- To build their capacity for learning
- To equip them for life

The Jigsaw themes are

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating
- Spring 1: Dreams and Goals
- Spring 2: Healthy me
- Summer 1: Relationships
- Summer 2: Changing Me

Each lesson is divided into several parts and aims to

- Improve their social skills to better enable collaborative learning (Connect us)
- Prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)

Early years

As well as delivering the jigsaw lessons. PSHE and SMSC are an integral part of the topic work in both foundation stage 1 and 2. We relate the PSHE and SMSC aspects of the children's learning to the objectives set out in PSED. This area of learning is about emotional well-being, knowing who you are and where you fit and feeling good about yourself. It develops respect for others, social competence and a positive outlook to learning. The characteristics of effective learning outlined by 'Development Matters 2012' describe factors of becoming an effective learner. These play a key role in the SMSC development of early year's pupils. Through the teaching environment, children build positive attitudes; become risk takers; and build resilience and persistence.

Promotion of fundamental British Values

At Skegness Infant Academy, pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that all children will understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Through our provision of SMSC, PSHE and RE we will:

- enable pupils 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 pupils 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 pupils to acquire a broad general knowledge of and respect for the public institution and service in England;
- further tolerance and harmony between different cultural traditions by enabling pupils 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 law is made and applied in England.

As part of British promoting British Values we hold specific event or activities that take place in school including

- Voting for school councillors
- Visits by police officers
- Suggesting and voting on class rules
- Taking parts in mock debates
- Producing class charters
- Anti-bullying activities
- Buddies for new children
- Supporting charity days
- Behaviour and anti-bullying policies.
- E-Safety work
- Celebration assemblies
- School rules and values known

- British values displayed.
- British value specific reward stickers.

Jigsaw contributes to the British Values agenda significantly, both through the direct teaching of information and through the experiential learning children will enjoy. The 5 strands of the British Values agenda have been mapped across every lesson.

PSHE and SMSC and inclusion

We teach PSHE and SMSC to all children, regardless of their ability. Our teachers provide learning opportunities matched to individual needs of all children. Where children have a special educational need, intervention may be required. When teaching PSHE and SMSC, teachers take into account the targets set for the children in their intervention, some of which may be directly related to PSHE and SMSC targets. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will, as always, tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

More able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Assessment recording and reporting

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences, making comments in their Jigsaw Journal and in achievement/ class assemblies.

In PSHE there are three broad areas for assessment:

- Children's knowledge and understanding e.g. information on health, understanding of rules, understanding of health and safety and the meaning of ideas including democracy.
- How well children use their knowledge and understanding in developing skills and attitudes through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
- Their understanding of how they can contribute through the use of SMSC whilst becoming responsible and caring citizens in the local society and wider world.

In the Jigsaw program each Theme (2-6) has a built-in assessment task. This task is the formal opportunity for teacher assessment.

Monitoring and Evaluation

Planning and samples of work, including photographs, work samples and pupil voice, will be collected by the PSHE and SMSC subject leader to be kept in the PSHE and SMSC portfolio.

SMSC beyond the curriculum

- Whole school, year group and class assemblies with celebrations.
- Events to mark key social, spiritual and cultural world festivals in the year. These include; Christmas; Chinese New Year; St George's Day; World Book Day; Remembrance Day; Harvest as well as many others.
- Children are given opportunities both in school and also through external events to participate in competitions. SMSC development includes the ability to recognise the difference between right and wrong; compete fairly abiding to a set of rules; compete against others; and understand the importance of fair play.
- Pupil voice. Children have a voice that is valued and considered in the running of the school. The school council is a group of children with representatives, who have been democratically voted in by their peers, from KS1. They meet on a regular basis to discuss school matters.
- School Trips. Children are given opportunities to develop their SMSC learning further by attending school trips. These excursions include trips to libraries, zoos, and the local community.
- After School Clubs A range of extra-curricular school clubs are provided for children at that all promote the values of SMSC development.
- Charity events such as McMillan Cancer, red nose day, shoebox appeal, children in need.
- E-safety week
- Opportunities to take part in productions and performances.