



# PSHE Policy

## 2021 - 2022

*At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's' achievement.*

### Mission Statement

At CLC MAT, we believe that 'If children are happy, they will achieve'.

At Cromwell we value the entire school community which includes staff, pupils, parents and visitors as individuals who may share different beliefs but work as a collective group for the well-being of our pupils. We strive to provide an education that creates opportunities for pupils to explore and develop their own values as well as recognising that the values of others may be different. We ensure that the PSHE curriculum as well as the overall curriculum creates the opportunity for SMSC to underpin all aspects of school life for our pupils.

This policy outlines the **Intent, Implementation and Impact** of how PSHE is taught in our school.

The **Implementation** of this policy is the responsibility of all teaching staff.

### **Intent**

At CLC MAT our intention is for pupils to leave school with the knowledge, understanding and emotions to be able to play an active, positive, and successful role in a diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world. Raising awareness at an early age will help support their physical and emotional well-being.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental, and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Health Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

### **Implementation**

EYFS - In the Foundation Stage, PSHE is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from PSED Early Learning Goals which link to Self-regulation, Managing Self and Building Relationships.

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum, we use the Lifewise PSHE and Activity scheme of work. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Lessons link to the following categories: Life preparation, Survival, Lifestyle, Well-being, and Drugs Awareness.

The scheme of work also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

### **Wider Curriculum**

- PSHE, including SMSC, is an integral part of the whole school curriculum, the planning across all subjects creates opportunities for pupil reflection and personal development.
- Assemblies are linked to PSHE, British Values, RE and SMSC and cover any additional activities such as current issues
- We are a School of Sanctuary so we raise awareness about refugees across a range of subjects and assemblies as well as developing links with local charities which support refugees.

### **SMSC**

Spiritual, Moral, Social and Cultural (SMSC) development is the overarching umbrella that encompasses personal development across the whole curriculum.

#### **Our school develops pupil spiritual and moral development by:**

- Promoting equality through classroom reflection and assemblies.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, stereotypes, equality of opportunity and anti-bullying.
- Rewarding expressions of moral insights and good behaviour through celebrating 'Golden Child' and 'Golden Work' in assembly.
- Recognising and respecting the codes and morals of the different religions and cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays and the wider curriculum.

#### **Our school develops pupil social development by:**

- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality through the SMSC curriculum.
- Encouraging pupils to work co-operatively in lessons and in outside learning.
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, trips, school productions and performances.
- Providing opportunities for engaging in the democratic process such as School Council. Pupil Voice and elections.
- Providing opportunities for pupils to exercise leadership and responsibility; roles such as Head boy, Head girl and Deputy Head boy and Head girl.

#### **Our school develops pupils' cultural development by:**

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example trips and museum visits.

#### **Monitoring and review**

The planning and coordination of PSHE is provided by the

- The school uses a sequential scheme of work (Lifewise PSHE and Activity Scheme).

- The PSHE Lead supports colleagues with their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for PSHE
- Pupil questionnaires are given to children to support the use of pupil voice
- Termly lesson observations and book scrutinies enable the PSHE lead to provide feedback.

**Policy review date to be confirmed.**