



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

St Paul's Prep School
PSHE and SMSC Policy
2015-2016

Introduction

Our curriculum aims to provide opportunities for all of our pupils to develop their potential academically, as well personally, socially and morally. The PSHE and SMSC curriculum focuses on helping pupils broaden their understanding of themselves, their behaviour, their health and development, and on developing the necessary skills and values for them to become proactive and responsible global citizens. Each year the PSHE and SMSC programme contains modules of work relating to citizenship, charity, bullying, safeguarding and respect (internationalism). The programme is primarily covered within tutorial time.

Sex and relationship education is addressed in the Prep School in year 6, primarily through our topic 'Growing Up'. In this module pupils develop an understanding of the importance of healthy relationships and understanding of the physical and emotional changes that occur during puberty. We recognise that parents are primary educators in this area during these formative years and so the intention is to complement and support the sex and relationship education that is taking place at home.

Aim of PSHE education

The aim of our PSHE/SMSC education is to promote the spiritual, moral and physical development of pupils. In addition, we aim to provide opportunities to develop a sense of responsibility and to promote experiences which will impact positively on our pupils' preparation for the next stages of their development, and in the longer term as they prepare for life beyond school.

Definitions and values

Pupils should be developing a sense of social responsibility and morality. They will increasingly develop the ability to evaluate social, moral, economic and religious considerations in the world around them. Pupils will be also educated about the physical and emotional development and changes that occur throughout their lives. They will develop an understanding of how different factors may affect their physical and emotional wellbeing. They will develop a deep rooted understanding on how to care for themselves and others as they mature to adulthood. Pupils will be taught to be considerate and enterprising in the present, while preparing for an informed and active involvement in family, social, economic and civic life as they get older.

Spiritual development

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge skills, understanding qualities and attitudes they need to foster their own

inner lives and non-material wellbeing. We use forums such as weekly Circle Times following the Jenny Mosley Quality Circle Time model to create an opportunity for pupils to engage in thoughtful and empathetic discussions and learn how to resolve conflict and support one another through discussion.

Moral development

Pupils' moral development involves the process of acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. We work to ensure that pupils are increasingly able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. Over time they develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development

Pupils' social development involves them acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes needed to make an active contribution to the democratic process in each of their communities.

Cultural development

Pupils' cultural development incorporates the process of acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of artistic and cultural experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes needed to understand, appreciate and contribute to culture. We use the International strand of the IPC curriculum to help teach these attitudes.

Creating a safe and supporting learning environment

We create a safe and supportive learning environment by ensuring that clear guidelines and rules are shared with pupils. A well-established behaviour policy, as well as the Golden Rules underpins this. Pupils are given the opportunity to develop and discuss their opinions in a safe and respected manner at various stages and explicitly during Quality Circle time. Pupils are taught to respect the views of others, their cultural and religious differences. Pupils and staff treat each other with respect and dignity.

We ensure that where pupils appear to be vulnerable and at risk, they get appropriate support and consideration for their needs. Pupils are given an opportunity to express their concerns or issues with a member of staff, which will be shared with the DSL (Designated Safeguarding Lead) as appropriate or necessary.

At all times the procedures of the Behaviour Policy, Anti bullying and Safeguarding policies will be adhered to. Pupils and staff are fully aware of the types of bullying and will actively prevent any such incidents from happening to take proactive steps to curtail them if bullying is occurring.

What is the moral and values framework?

PSHE and SMSC are taught within and confirm the moral and values framework of the whole school. We follow the Golden Rules and our school's core values which are as follows.

Golden rules:

We listen: We wait our turn to talk and value what others say

We work hard: We improve our learning by trying our best

We are kind and helpful: We work together and care for others

We are gentle: We are careful with ourselves and others

We are honest: We tell the truth and take responsibility for our actions

We look after property: We are responsible and care for our belongings and those of others

Core Values

We expect staff pupils to:

- Show respect
- Be honest
- Have integrity
- Be collaborative
- Be thinkers
- Become independent learners
- Develop a sense of self-worth
- Be open-minded
- Be resilient
- Be caring

Additionally as a school and a community we value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as a source of love and support for all their members, and as the basis of a society in which people care for others.

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of PSHE. They will address pupils' questions with due regard to the beliefs and values of the child's family. It is important that children feel able to ask any questions that they wish and that their questions are valued. It is important to note that teachers are representing the school in such matters and when answering questions that they are in line with all other policies and the school's professional standards.

If necessary, teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.') Teachers answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer. It is also good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Confidentiality

Due to the nature of PSHE and SMSC education, pupils' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

Visitors to the school can bring their expertise or personal stories to enrich pupil's learning. However, the head of pastoral care in the Prep School should always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance, and any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning.

The school supports the work of a variety of charities. Children are taught to appreciate and take responsibility for their local environment and to begin to develop a sense of responsibility towards the environment and the world's dwindling energy sources and resources such as oil, water and trees.

Examples of how PSHE and SMSC are delivered

Through classroom discussions and planned PSHE/SMSC lessons and Quality Circle Time we allow for the following:

- ❖ Opportunities to share achievements and successes with others
- ❖ Opportunities to talk about personal experiences and feelings, or to speak about difficult events, e.g. bullying, death etc.
- ❖ Exploring relationships with friends/family/others.
- ❖ Considering the needs and behaviour of others.
- ❖ Showing empathy and work together in different groupings and situations

- ❖ Managing responsibility e.g. school council representatives, house captains, and playground friends.
- ❖ Participating in assemblies with themes which explore a variety of issues.
- ❖ Working towards teamwork in PE and games and Quality Circle Time.
- ❖ Meeting people from different cultures and countries.
- ❖ Participating in a variety of different educational visits.
- ❖ Participating in live performances.
- ❖ Experiencing cultural development through the International strand of the IPC curriculum.
- ❖ Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- ❖ Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and bagpipes.
- ❖ Studying the contributions to society that certain famous people have made.
- ❖ Making links with the wider community

Circle Planners for all the topics

Citizenship

1. Know about similarities and differences between the lives of people.(use IPC topic to look into the International aspect)
2. Be able to identify activities and cultures which are different from but equal to their own .(use IPC topic to look into the International aspect)
3. Be able to explain how the lives of people in one country or group are affected by the activities of

Charity

6. To raise awareness
7. Create a sense of empathy
8. Understand different forms of charity
9. Understand they are part of a community

Bullying

10. To understand what bullying is.
11. To understand what cyberbullying is.
12. To recognise the different risks in different situations and then decide how to behave responsibly
13. To explore a range of reasons that can lead to children bullying others.

Safeguarding

15. To understand what the rights and responsibilities of a child are.
16. To be able to identify different types of risks and how they can affect our lives.
17. To help pupils understand how to respect boundaries in play, teasing and affection.
18. To be able to identify the different risks and how to

Respect

20. To respect the differences between people as you develop your own sense of identity (self-respect).
21. To acknowledge and appreciate the existence of diversity.
22. To treat others how you would like to be treated.
23. To stand up for yourself.
24. To respect the environment.