



# Brompton Community Primary School

## PSHE&C/SMSC Policy



We need to be aware of the diversity that exists in our society and value each individual.

It is only when you know how to be a citizen of your own country that you can learn how to be a citizen of the world.

### Rationale

Legacy is the vehicle we use to drive aspects of the curriculum that we believe to be the foundation and ethos of our school. The 15 principles drive PSHE&C in school and has provided a language used and understood by all pupils and adults in school.

As we hang everything off 'Happiness Through Learning' we are also using 'Legacy' to promote Personal, Social, Health, Moral, Cultural, Spiritual, Emotional aspects of learning. Alongside this we promote the values and principals of the Convention as we are a Gold Rights Respecting School.

Legacy will turn our Vision into action, purpose into practice and pressure into results. It will help us all to accept that 'Good isn't Good enough' and to be the best that we can be. As a result, Brompton Community Primary School will be a better place than when we found it.

'Build your Legacy - This is Your Time'

In Brompton Community Primary School we promote PSHE&C, the spiritual, moral, social and cultural (SMSC Education act 2002) aspects and the fundamental British values (The Prevent Strategy) which all help to establish a strong ethos supported by effective relationships throughout the school. PSHE&C and SMSC helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. The above underpins the work that our school is undertaking as a Gold 'Rights Respecting School'.

### Aims

The aims are:

- To know and understand what constitutes a healthy lifestyle;
- To be aware of safety issues;
- To accept responsibility for their behavior, show initiative and to understand how they can contribute to the lives of those living and working in the community of the school and to society more widely
- To have respect for others and for the public institutions and services in England and further tolerance and harmony between different cultural traditions and help pupils to acquire an appreciation of and respect for their own and other cultures;
- To be positive and active members of a democratic society and have respect for the democratic processes and the basis on which laws are made
- To distinguish right from wrong and to respect the civil and criminal law
- To develop self-knowledge, self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To develop good relationships with other members of the school and the wider community.

### Objectives

**By the end of Foundation Stage and Key Stage 1** pupils will have learnt about themselves as developing individuals and as members of their communities. They will know basic rules and skills for keeping themselves healthy and safe and for behaving well. They will have shown that they can take some responsibility for themselves and their environment. They will know about their own and other people's feelings and be aware of the views, needs and rights of other people. They will have a voice that is listened to. They will demonstrate their developing social skills through sharing, taking turns, playing, helping others, resolving arguments and resisting bullying. They will be beginning to take an active part in their school and its neighbourhood.

**By the end of Key Stage 2** pupils will have learnt about themselves as growing and changing individuals with their own experiences and ideas. They will have become more mature, independent and self-confident. They will have learnt about the wider world and the interdependence of communities within it. They will be developing their sense of social justice and moral responsibility and will have begun to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They begin to take a more active part in school and community activities. Towards the end of Key Stage 2 they will begin to face the changes of puberty and the challenges of transferring to secondary school. They will be

able to make more confident and informed choices about being healthy and the environment, taking more responsibility, individually, and as a group, and they will resist bullying.

### Implementation

The head teacher, staff and governors of Brompton Community Primary School believe that PSHE&C and SMSC has a vital role to play and recommend that discrete lesson time is allocated to this curriculum area each week or equivalent if time is blocked together during the term. PSHE&C for the Foundation Stage and Key Stage 1 and Key Stage 2 is planned into the long term plan. In addition, there is a variety of school based and extra-curricular activities that form an integral part of our PSHE programme, these include links with outside agencies, trips, visitors, cultural and sporting activities (access to 5 hours Physical Activity each week) to name but a few. Our school assembly programme also makes a significant contribution to the programme.

### Organisation & Planning

PSHE&C and SMSC provide a key curriculum location to achieve the five outcomes of Every Child Matters; staying safe; being healthy; enjoying and achieving; positive contribution; economic well-being; and the fundamental British values. We have a whole-school approach to teaching PSHE&C which is underpinned by school systems, structures, experiences and expectations. At Brompton Community Primary we adhere to the specific legislation and requirements to the teaching and learning about Sex and relationships, drugs and financial capability. It has been developed in consultation with Every Child Matters, Social Emotional Aspects of Learning (SEAL) and it provides a global dimension. The Citizenship curriculum is also taught through the School Council. In addition to the designated curriculum time the pupils take part in numerous events throughout the year to enhance the teaching and learning of PSHE&C; for example Anti-bullying week. Visitors and the school nurse come into school to speak to the children or administer tests; for example hearing and sight, children are prepared for these tests by discussing how they contribute to our Healthy Lifestyles. Class teachers devise medium term and short term plans in line with our Assessment policy, assessment is ongoing and is used to inform planning. The key to successful learning lies in the formulation of appropriate learning objectives within the staff planning.

### Foundation Stage

The 7 areas of learning and development are grouped into prime and specific areas. Prime: Personal, Social & Emotional/ Physical Development/ Communication & Language. Specific: Literacy/ Mathematics/ Understanding the World/ expressive Arts & Design. The prime areas are fundamental to children's learning in the specific areas and are a focus for the younger Foundation Stage children, with gradual building in of support in the specific areas for older children. This support is always appropriate to each child's level of development and progress.

### Key Stages 1 & 2

In Key Stages 1 and 2, planning is in the form of a series of lessons relating to themes identified on the long term plan. Plans include learning objectives, activities and outcomes as well as highlighting opportunities for assessment and interaction with other curriculum subject areas.

### Assessment, Reporting and Recording

In order to monitor effective teaching and learning formal and informal assessments are conducted by the co-ordinator and head teacher. Foundation Stage pupils are assessed at the end of each term on their progress towards the Early Learning Goals. Short-term, weekly planning for ability groups is based on ongoing formative assessment, allowing for differentiation. PSHE&C and SMSC assessments are based on samples of work, observations and discussion when pupils can demonstrate their skills, knowledge, understanding and learning needs.

At Brompton Community Primary School we recognise that there needs to be a balance between practical activities and recording. It is important to enable children to record key concepts and to organise their thoughts. Recording can help to assess understanding and provide evidence. It is essential to use a variety of methods of recording in order to maintain interest. The recording should be matched to the pupils' ability and to the activity.

Pupils' progress and achievements are reported annually to parents in a written report. Foundation Stage pupils' achievements are reported through the Foundation Stage Profile at the end of the Reception year.

### Extra-curricular Activities

The pupils at Brompton Community Primary School have the opportunity throughout the year to take part in educational visits and extra-curricular activities, all visits or clubs in some part support the development of PSHE&C and SMSC. For example; team building activities and safety issues. All Educational Visits are run in accordance to the NYC guidelines. (See Educational Visits Policy.)

### Equal Opportunities

Brompton Community Primary's inclusion policy is to provide effective learning opportunities for all its pupils. Every pupil is entitled to access to the PSHE&C curriculum regardless of ability, gender or ethnicity.

### Inclusion

When planning the curriculum all teachers have due regard to the following principles of inclusion: -

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

### Special Needs

Adapted tasks are set as appropriate with any necessary Individual Education Programmes for pupils with special educational needs. Social and emotional aspects of learning are met within our 'Nurture Groups'. Children's needs are met within this session and followed up each week with individualised materials.

### Resources

The resources are kept in the school resource area. The subject leader has provided a list of resources/inventory for all staff. The subject leader has also identified resources that are needed to ensure that PSHE&C and SMSC can be taught effectively.

### Cross Curricular Links

PSHE&C and SMSC can make a distinctive contribution to many areas of the school curriculum such as;

- English as it actively promotes the skills of reading, writing and in particular speaking and listening through debating topics and issues.
- Science as it teaches about our bodies, growing and keeping safe.
- Physical Education as it teaches children about right and wrong, being fair, taking part, being healthy, competing and working as a team.
- Computing skills are enhanced through activities, i.e. word processing, multi-media sources, search engines.
- RE and enabling pupils to acquire an appreciation of and respect for their own and other cultures

### Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils are taught:

- About hazards
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

Staff carryout Risk Assessments in line with the NYC guidelines as required. Links are also made with children's use of the internet, see Internet Safety policy.

**March 2025**

**Approved by Governors on:**

Review Date: April 2025