



Policy for SMSC Education, PSHE & the Development of British Values

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SMSC

What is SMSC education at Apley Wood Primary School like?

For our school, SMSC education is the thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

We teach children about themselves, others and the world around them in order to inspire and develop a sense of awe and wonder. We explore values and beliefs which help children to build their own perspective on life and develop respect for other people. We encourage a willingness to reflect on their own experiences through an embedded culture of self-assessment and our Building Learning Power character 'Reflective Rosie.'

We provide opportunities for children to investigate moral and ethical issues in order to develop their ability to recognise the difference between right and wrong, with a readiness to apply this understanding in their own lives. We develop their understanding of the consequences of their actions through our clear and consistent policy for managing behaviour.

We develop social skills through regular opportunities for children to work and socialise with and alongside each other. Through these opportunities children learn to cooperate well with others and resolve conflicts effectively. We teach children about the way their own community as well as wider society and other communities function. Children quickly develop their understanding of what makes effective team work through discussions around our Building Learning Power character 'Team Ant.'

We explore and develop an understanding and respect for cultural diversity. We celebrate diversity within our school and share knowledge and experience within the community. We provide opportunities to explore a variety of art, music, sport, science and festivals. We also develop an appreciation of cultural influences that have shaped the children's own heritage.

We recognise that the personal development of pupils: spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. By actively promoting these values, we will challenge opinions or behaviours in school that are contrary to fundamental British values.

Our Intent

- To ensure that all children have a voice, that is listened to via the democratic process of our School Council.
- To ensure that everyone connected with the school is aware of our aims, values and ethos
- To ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
 - To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity.

- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Spiritual Development

Pupils should:

- Sustain their self-esteem in their learning experiences
- Develop their capacity for critical and independent thought
- Develop their emotional literacy and enable them to express their feelings and respect and value others
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Explore the surrounding world using imagination and creativity

Moral Development

Pupils should:

- Be recognised and valued for being a unique individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks, learn from mistakes, and understand consequences
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong and to respect school rules and the law
 - Investigate moral and ethical issues
- Show respect for the environment
- Make informed, independent and reasoned judgments
- Value individual liberty

Social Development

Pupils should:

- Develop an understanding of their individual and group identity
- Learn their part in the school and wider community
 - Begin to understand social justice and a concern for the disadvantaged
- Understand their responsibility to influence decision-making in the communities they belong to, including respect for democracy and participating in the democratic process
 - Develop effective social skills
 - Use social skills in different contexts
- Work well with others
 - Learn to co-operate and to resolve conflicts with increasing independence
 - Know that rules and laws protect us and are essential for our well-being and safety
- Learn how to argue constructively and defend their point of view

Cultural Development

Pupils should:

- Recognise the value and richness of cultural diversity in Britain
- Participate in cultural opportunities
- Recognise and develop an understanding of world-wide faiths, traditions and cultures and their contribution to our society
- Understand, accept, respect, be tolerant of and celebrate diversity and know that it should not be the cause of any prejudice or discrimination
- Develop an understanding of their social and cultural environment

Implementation

Teaching of SMSC is like a golden thread running throughout our school day. It will take place most explicitly in R.E., Art, Music, P.E. , P.S.H.E. and RSE but extends across all curriculum areas; especially in activities that encourage pupils to recognise the spiritual dimension of their learning; reflect on the significance of what they are learning; and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

How do we ensure strong links with the wider community?

- Visitors are welcomed into school
- Links with religious communities in our local area are sought, for example, we use local places of worship for our curriculum work
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it, for example, through Forest School and visits to Apley Woods
 - Via our Learning Mentor
 - Through extra-curricular opportunities
 - Through links with our local Secondary Schools
 - Through links with local charities such as Severn Hospice and supporting charitable events through whole school activities

How do we extend children's learning opportunities beyond the classroom?

We actively encourage opportunities for children to participate in a range of activities such as school council; projects; working with local authorities; special days/weeks; visits from the school nurse; residential experiences; events to promote thinking of others; planning class activities; fundraising for charities; taking part in assemblies; guidance and support-systems, such as peer mentoring schemes e.g. Jumping Jaxx. Children from each year group also complete Activity Passports, which are a carefully planned range of activities / visits / visitors that further enhance children's learning and enrich their school experience. Activities and events such as these provide opportunities for children to plan and work together and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to

engage with values clarification and problem solving. Visitors can also help establish positive relationships between agencies and young people and assist children in accessing these agencies. The teacher should always manage the learning by working in partnership with the visitor to make best use of the children's agenda. Visitors to the classroom should always be part of a planned programme which prepares children for the visit and provides opportunities for follow up work. Visitors should be identified, invited, greeted and thanked by the children.

Visits to places of worship, local government and business premises, sports centres, libraries, museums, environmental centres, places of natural beauty, galleries, theatres, etc can greatly enrich provision. Each year group plans for these within their long-term overviews and as opportunities arise over the school year.

Residential trips provide a number of benefits:

- They provide excellent opportunities for shared enjoyment and the building up of trust and positive relationships.
- They enable children to apply and develop further the range of skills learnt in PSHE and citizenship. These include skills related to organisation, communication, teamwork, conflict resolution, problem solving and leadership.
- They enable children to develop personal qualities such as responsibility, self-reliance, independence and self-esteem.
- They provide opportunities for children to demonstrate initiative, take planned risks and test out ideas and learn from their results in a safe community setting.

These opportunities should be planned and managed components of all residential trips. Wherever possible the children themselves should be actively involved in the organisation and management of trips.

(Reference should also be made to school policies on visits and health and safety.)

How are children involved in the school's decision-making procedures?

It is important to recognise that children and young people are not simply being prepared to become citizens; they are already citizens both in their school and community. It should be remembered that children's perceptions of what it means to be a citizen are being shaped by their everyday experiences. At Apley Wood Primary School we provide the ethos and structures whereby all pupils are enabled to gain the necessary skills, knowledge and understanding for citizenship in practice.

To enable children to become active citizens, the school aims to involve pupils as fully as possible in its decision-making procedures. Our School Council is a powerful vehicle for this as its primary aim is to develop the democratic ethos and structures to support active citizenship. In addition, we have a Children's Safeguarding Board that works to promote healthy lifestyles and awareness of a range of safeguarding issues.

PSHE

What are the compulsory requirements with regards to PSHE?

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The elements of relationships, health and sex education are statutory from September 2020.

What is PSHE?

PSHE is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community. We ensure that pupils are given opportunities and learning experiences to help them to prepare for life in modern Britain and to understand British values.

Our Intent

'Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts...These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019

Apley Wood Primary School is committed to providing a high-quality educational experience for all pupils. Our PSHE programme of study brings together citizenship and personal well-being, whilst also promoting a British Values based education. These subjects, alongside whole school activities and themed weeks, support the school in developing a cohesive whole-school approach to PSHE. Furthermore, our curriculum is designed to enable pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities.

Specifically, Character Education (and RSE lessons) provide opportunities for us to fulfil our statutory responsibilities to:

- Promote the physical, social and emotional well-being of pupils.
- Provide sex and relationships education (RSE)
- Promote British Values.
- Provide a safe place for discussion of current, relevant social issues.
- Protect our children from radicalisation.

Life in Modern Britain - British Values

In order to equip children with the skills and knowledge to prepare them for life in modern Britain we teach them about: democracy, individual liberty, rule of law, mutual respect and tolerance of different religious beliefs. This is achieved through the following activities:

Value	Activities	Impact
Democracy	Assembly Themes PSHE curriculum Election of school Individual curriculum subjects Rotas – children taking on responsibility for ‘jobs’ within classroom SEND policy and practices Voting in class Parent View Pupil voice	Stakeholders, including children, staff and parents feel they influence and impact the way the school is run and that this has a positive impact.
Rule of Law	Assembly themes School rules Behaviour system – Expectations of teacher, TAs, Family Assembly Themes Individual curriculum subjects PSHE curriculum Parent Consultations Home School diary and other forms of communication building relationships with stakeholders Exclusions Racist incidents recorded CPOMS Safe-guarding records Holding teachers to account Performance Management of all staff Training staff Pupil voice	Children, staff and parents feel ‘safe’ as a result of clear policies, rules and expectations and in the knowledge that issues will be followed up robustly.
Liberty	Assembly Themes Individual curriculum subjects Pupil Voice	Children, staff and parents feel they can act independently and autonomously within the

	Class Rules Behaviour Policy PSHE curriculum Extra-Curricular Clubs	agreed, shared and accepted frameworks.
Respect and tolerance of different religious beliefs	Assembly themes PSHE Curriculum Individual curriculum subjects Playground 'buddy' system Open the Book assemblies Website / Twitter updates Celebration assemblies Behaviour Policy School newsletter SEND policy and practices Anti-discrimination recruitment procedures and policies PREVENT training	Skills and qualities are recognised in a multitude of different ways. Children, staff and parents respect each other's views and beliefs and have strategies for dealing effectively with differences. Discrimination is not tolerated.

Character Education

What is Character Education?

'Character Education' lessons help to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. In undertaking Character Education, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society. We recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve.

The areas covered by Character Education are as follows:

- Developing confidence and responsibility and making the most of the children's abilities;
- Preparing to play an active role as citizens and helping to engender an appreciation of human creativity and achievement (cultural capital);
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.

What contribution does Character Education make to the school's own ethos and values?

Character Education reflects our whole school aims to provide a caring community in which young people can learn to respect themselves and others, as well as take responsibility for their own actions. The planned provision for character education does not sit separately from other aspects of the school: it is integral to our whole school approach and is linked to our whole school approach to SMSC education.

There are planned opportunities for the school community to reflect on its aims, values and ethos. The values and ethos of the school should not only be made explicit across all subjects but in everything that we do as a whole school.

It is of central importance for all members of staff (not just teachers) to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations.

Through positive attitudes and partnerships we endeavour to develop the whole child, meeting individual needs in a safe and secure environment where differences are celebrated.

Why teach Character Education?

In order to help meet...

- ❑ The aims/vision statement of our school
- ❑ The expectations of the school curriculum
- ❑ The expectations of the non-statutory framework for PSHE and Citizenship that accompanies the National Curriculum.
- ❑ The expectations of school policies on:
 - relationship, sex, health education (RSHE);
 - drug education; and
 - positive behaviour (including anti-bullying strategies).
- ❑ The requirements of the National Curriculum in respect of:
 - key skills;
 - thinking skills;
 - financial capability;
 - enterprise education; and
 - sustainable development education.

What principles should we apply in teaching Character Education?

The principles of inclusion and equal opportunities

All areas of the curriculum need to take account of the principles of inclusion and equal opportunity. Character Education is overtly concerned with the personal and social development of each child, and so by their very nature need to take as their starting point and build on the knowledge, understanding, ideas, views, perceptions,

insights, interests, experiences, background, culture, concerns, values, attitudes, etc of each child.

However, Character Education goes further by requiring young people to explore directly the issues of inclusion and equality of opportunity. This entails appreciating similarities and valuing differences between people and cultures. It also means addressing issues such as bullying, racism and sexism.

- The principle of access and entitlement

Implications of this principle are:

Every learner is entitled to benefit from access to the Character Education curriculum and a range of learning experiences of the highest standard possible, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age or disability.

- The principle of curricular balance:

Implications of this principle are:

Learners benefit from access to a curriculum for Character Education which is rigorously planned to ensure breadth, depth and relevance and to enable progression, which takes account of needs and aspirations and which values and builds on the unique experiences of every individual.

- The principle of differentiation and potential:

Implications of this principle are:

Learners extend and realise their potential when they participate in a curriculum for Character Education which offers challenge, learning experiences and support matched to individual needs.

- The principle of preparation for the future:

Implications of this principle are:

Learners are empowered through participation in a curriculum for Character Education which enables them to adopt meaningful roles in the present while preparing them for an effective and purposeful adult and working life.

Implementation

Forms of curriculum provision

This will be provided through a combination of:

- discrete curriculum time;
- teaching through and in other subjects/curriculum areas; and
- Character Education activities and school events.
- Assemblies
- School ethos

Discrete curriculum time

In order to ensure coverage of the non-statutory framework, separate planned curriculum time for Character Education is allocated. This approach has the

advantages of enabling clear planning for identifiable provision, and easier monitoring. Information on the scheme of work for Character Education and on monitoring and evaluation, may be found later in this document.

Teaching through and in other subjects/curriculum areas

All curriculum areas have a contribution to make to PSHE / SMSC education and opportunities will be planned to support this.

Provision for some aspects of Character Education could be made through other subjects including:

- *English*: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development and cultural and moral development, how the media present information;
- *maths*: aspects of financial capability; counting and sharing; data handling;
- *science*: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- *design and technology*: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- *computing*: communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety
- *history*: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- *geography*: topical issues concerning environment, sustainable development, land use; study of children' own locality and places in different parts of the world, including less economically developed countries;
- *art and design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- *music*: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- *PE*: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

What teaching and learning methods are used for Character Education?

- Teaching should start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests. Starting points should be determined through diagnostic activities, e.g. concept mapping, 'draw and write' and 'draw and tell' techniques and discussion.
- Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.

- ❑ Children should engage with real issues through participation in community projects and mini-enterprises.
- ❑ There should a high degree of active participation by children, and active learning techniques should be extensively used.
- ❑ Games, such as co-operative games, circle time games and parachute games, should be used regularly.
- ❑ Appropriate use should be made of drama, role-play and simulation.
- ❑ Learning methods should develop the skills of enquiry, research, discussion, debate and philosophical thinking
- ❑ Teaching methods should use a balance of visual, auditory and kinaesthetic (VAK) approaches in order to cater for the preferred learning styles of the children.
- ❑ Activities should be designed to engage left and right brain and lessons should be interspersed with 'brain gym' activities in order to integrate mental and physical processes.
- ❑ Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.
- ❑ Whole school involvement in democratic forums such as school councils should be used as vehicles for discussion, debate and decision making.
- ❑ Circle time should be an important vehicle for providing the above.

What skills will be developed through Character Education?

Developing emotional literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate children need to develop the following skills:

- recognising, naming and describing feelings;
- understanding and empathising with others feelings;
- managing ones own feelings;
- responding appropriately to the feelings of others;
- communicating effectively;
- being an effective listener.

Character Education lessons offer an ideal context in which to develop these skills:

- ❑ Working with others

An effective programme for PSHE development entails children learning and using a variety of interpersonal and social skills, which they need to develop and practise in order to work collaboratively and effectively.

□ Improving own learning and performance

PSHE should offer children opportunities to reflect on their achievements and to appreciate the cumulative effect of all the experiences that they have had on their personal and social development.

It should enable them to take responsibility for their own learning through engaging in self-evaluation and assessment. This entails children identifying where they have been successful and why, and setting personal targets and goals for further development.

□ Problem Solving

PSHE should provide opportunities for identifying and understanding problems; identifying and evaluating a range of solutions; selecting and applying the most appropriate solution; and re-evaluating in order to gauge the extent to which the solution has been successful.

Through problem solving activities, children should be provided with opportunities to use a range of important skills, including the 'thinking skills' identified below and others such as questioning, decision-making, interpreting, selecting, analysing, negotiating and presenting.

Wherever possible, problem solving should be grounded in real life scenarios relating directly to the children's own experience. The skills acquired can then be applied and developed in wider contexts.

Thinking skills

- Information-processing
- Reasoning
- Problem solving
- Enquiry
- Creative thinking
- Evaluation

These skills are essentially concerned with enabling children to learn how to learn. Character Education, SMSC and Life in Modern Britain development should offer opportunities for children to understand the application and transferability of thinking skills in a variety of contexts.

How do we plan to incorporate resources into the provision that is made for Character Education?

The scheme of work for Character Education provides a developmental programme that both consolidates and furthers existing knowledge, skills and understanding by presenting appropriate new challenges.

The scheme of work ensures that:

- knowledge, skills and understanding identified in non-statutory and statutory guidance for SMSC and PSHE are developed;
- appropriate relationship education and drug education are provided;

- the issue of bullying is regularly explored;
- financial capability, enterprise education and sustainable development education are provided;
- the 'guarantees' or entitlement learning activities identified earlier in this document are made available to all children;
- the variety of teaching and learning methods identified earlier in this document are employed;
- the range of skills identified earlier in this document are developed; and
- appropriate use is made of visits, visitors and resources.

How will sensitive and controversial issues be handled?

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of Character Education teaching is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers are required to take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views.

Government guidance on Sex and Relationship Education states: "Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support."

The following suggestions for dealing with sensitive and controversial issues are taken from the document entitled 'Passport: a framework for personal and social development' (published by the Calouste Gulbenkian Foundation) which was sent to all schools during the summer term 2000.

Teachers should:

- ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;
- judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;
- ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;
- decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework;
- provide appropriate support after a session for any pupil who may be troubled by an issue raised.

Teachers also need to be aware of and follow protocols and procedures outlined in other documentation including Child Protection procedures and school policies on computing, drug education, sex and relationship education, positive behaviour, etc.

How will the issue of confidentiality be handled?

- ❑ Information about pupils should not be passed on indiscriminately. The head teacher is to be informed in all circumstances if an issue arises; staff have a contractual obligation to comply.
- ❑ Teachers should not offer pupils or their parents' unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others must be passed to the appropriate agency.
- ❑ Teachers should make it clear to pupils that although most information can be kept confidential, some may need to be passed on in the young person's best interest. However, the pupil will know when this has to happen, what will be done with the information and who will have access to it.
- ❑ In the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police. The school's police liaison officer will provide specific guidance.
- ❑ Teachers are not obliged to hand on information about pupils to their parents, although where the teacher believes the pupil to be at moral or physical risk, or in breach of the law, they must ensure that the pupil is aware of the risks and encourage them to seek support from their parents.
- ❑ Where outside agencies and others provide support for the PSHE and citizenship programme, they must be made aware of, and abide by, the policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to pupils.
- ❑ Some people are bound by their own professional codes of confidentiality. For example, the school nurse is bound by the medical code of confidentiality in his or her own work with children and young people. Pupils who seek help from teachers about their personal health can be referred to the school nurse or their family doctor.
- ❑ In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

How will Character Education be assessed, recorded and reported?

At key stages 1 and 2, there are no levels or end of key stage statements and there is no requirement for end of key stage assessment in relation to these. However, as part of a planned programme for, teachers will need to identify clear learning outcomes in terms of knowledge, understanding, skills, values and attitudes; and children's progress in relation to these will need to be assessed, recorded and reported. As part of the annual report to parents, schools must report on achievements in all subjects and activities studied as part of the school's curriculum, including character education.

The following contributes to assessment at our School:

- children themselves through self assessment and peer assessment;
- teachers through observation and assessment of classwork;
- special projects and events;
- other adults including teaching assistant and visitors.

Recording and reporting

Annual reports to parents provide a tool for reporting achievement. SMSC folders and pupil workbooks will also provide evidence for reporting to a variety of audiences, including parents, teachers, governors, inspectors and, most importantly, the children themselves.

How will provision for Character Education be monitored and evaluated?

When monitoring and evaluating provision, a number of questions need to be addressed by different members of the school community.

Key questions for the curriculum leader

- Is there a planned programme for PSHE/SMSC which meets the aspirations of this policy document and to which all children have equality of access?
 - Is the programme adequately resourced?
 - How does the school involve the wider community in supporting its programme?
 - Are visitors, specialists and local agencies used to their full potential?
 - Are individual teachers able to undertake effective short-term planning on the basis of the medium-term plans?
 - What are the staff development needs in respect of PSHE/SMSC?
 - Are the perceptions and views of interested people such as children, parents, governors and members of the local community taken into account?

Key questions for class teachers

- Does short-term planning indicate how aspects identified in medium-term planning are to be implemented, either discretely or through other areas of the curriculum?
- Does diagnostic assessment inform future planning?
- Does short-term planning indicate the intended learning?
- To what extent are children achieving the intended learning?
- Does short-term planning indicate how a variety of teaching and learning methods (as identified earlier) are to be utilised?
- Does short-term planning take account of pupils' individual needs?
- Are opportunities provided for children to reflect on their personal and social learning?
- Do teachers have the expertise and confidence to implement the programme effectively?
- Do teachers have the expertise and confidence to deal effectively with sensitive and controversial issues?
- Is the classroom ethos and climate positive and supportive?

Key questions for senior leaders

- To what extent does the programme meet the overall aims of the school?

- Does the curriculum leader have the expertise and skills necessary to support the delivery of PSHE/SMSC?
- Is this area appropriately funded and resourced?
- What professional development activities need to be planned in order to address identified needs in the area of PSHE/SMSC?
- Are opportunities provided for children to utilise and develop skills acquired outside the classroom, in real life situations and in the wider community?
- Is there a governor responsible for monitoring PSHE/SMSC?
- Are governors kept informed of development through regular reports?

This policy will be reviewed by all stakeholders as part of our whole school cycle of monitoring and review.

Co-ordinator: Sarah Preston

Governor for PSHE/SMSC: Caroline Pollock

Appendix

1. Character Education Long-Term Overviews

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing	
	Respecting ourselves and others (Link to BLP / Golden Rules)	Safe relationships (Link to NSPCC Pants campaign)	Families and friendships	Belonging to a Community (Link to British Values Week)	Media literacy and digital resilience (Internet Safety Week)	Money and work	Physical health and Mental wellbeing (to include Expect Respect)	Keeping safe Respect Yourself
Year	Working as part of a team. Showing understanding of rules and boundaries. How do we show our feelings? Kindness is the best	Talk about keeping our body safe through Golden Rules, we are kind and we are gentle.	Enjoy joining in with family customs and routines. Talk about past and present events in lives of family and self. To include No Outsiders p.81, 82, 83	Know about similarities and differences between themselves and others, and among families, communities and traditions. To include No Outsiders – everyone different, everyone welcome p. 78, p79.p80,	Recognise a range of technology. Select and use technology for different purposes. Talk about keeping safe online.	Talk about own abilities. Engage in role-play scenarios linked to real-life context.	Manage own basic hygiene. Talk about ways to keep healthy – exercise and diet.	Talk about ways to keep safe in familiar contexts e.g. at the swimming pool, in the car, by a road,

Year 1	<p>How behaviour affects others; being polite and respectful</p> <p>Why sharing helps everyone</p>	<p>Recognising privacy; staying safe; seeking permission</p>	<p>Roles of different people; families; feeling cared for</p> <p>To include No Outsiders p. 85, 86, 87,</p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>To include No Outsider p.88 and 89</p> <p>Kindness is the best</p>	<p>Using the internet and digital devices; communicating online</p>	<p>Strengths and interests; jobs in the community</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety</p>	<p>How rules and age restrictions help us; keeping safe online</p>
Year 2	<p>Recognising things in common and differences; playing and working coop-</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful</p>	<p>Making friends; feeling lonely and getting help</p> <p>Why sharing helps everyone</p>	<p>Belonging to a group; roles and responsibilities; being the same</p>	<p>The internet in everyday life; online content and information</p>	<p>What money is; needs and wants; looking after money</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth</p>	<p>Safety in different environments; risk and safety at home; emergencies</p>

	eratively; sharing	behaviour		and different in the		Mental Wealth Card – Gratitude makes your happiness grow. List 10 things you’re lucky to have but that you take for granted,	healthy; managing 5 a day thinking Welcoming every emotion	
	Opinions To include No Outsiders p.90, 91, 93, 95 Random acts of kindness			Community To include No Outsiders p. 92, 96			feelings and asking for help	
Year 3	Recognising respectful behaviour; the importance of self-respect; courte-	Personal boundaries; safely responding to others; the impact of hurtful	What makes a family; features of family life No outsider p. 98, 99	The value of rules and laws; rights, freedoms and re- Sponsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing Feelings 5 a day	Risks and hazards; safety in the local environment and unfamiliar places

	sy and being polite	Behaviour No Outsiders p. 97, 100 and 101		To include – No Outsiders p. 102 Managing the unfairness of it all		Ditch the superhero cliché	Rising up and raising up	
Year 4	Respecting differences and similarities; discussing difference sensitively No Outsiders p. 103	Responding to hurtful behaviour; managing confidentiality; recognising risks online Rising up and raising up	Positive friendships, including online No Outsiders p. 104,105 and 106	What makes a community; shared Responsibilities No Outsiders p. 109	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental Care No Outsiders p. 108	Medicines and household products; drugs common to everyday life

Year 5	<p>Responding respectfully to a wide range of people; recognising prejudice and</p> <p>Discrimination</p> <p>No Outsiders p.111, 112, 113 and 116</p>	Physical contact and feeling safe	<p>Managing friendships and peer influence</p> <p>No Outsiders p. 114 and p.115</p> <p>Thermometer</p>	Protecting the environment; compassion towards others	<p>How information online is targeted; different media types, their role and</p> <p>Impact</p> <p>The real world vs the hyper world</p>	<p>Identifying job interests and aspirations; what influences career choices;</p> <p>workplace stereotypes</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations</p> <p>and allergies</p>	<p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>
Year 6	<p>Expressing opinions and respecting other points of view, including discussing</p> <p>5-a-day Thinking</p>	Recognising and managing pressure; consent in different situations	Attraction to others; romantic relationships; civil partnership and marriage	<p>Valuing diversity; challenging discrimination and stereotypes</p> <p>To include No Outsiders p. 117, 118, 120, 121, 122 and 123</p>	<p>Evaluating media sources; sharing things online</p> <p>Real and Virtual – The best of both worlds</p>	<p>Influences and attitudes to money; money and financial risks</p>	<p>What affects mental health and ways to take care of it; managing change,</p>	<p>Keeping personal information safe; regulations and choices; drug use</p>

	topical issues						Loss and bereavement; managing	and the law; drug use and the media
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No Outsiders curriculum

Art of Brilliance Mental Wealth Curriculum.