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St Martin's School

PSHE and SMSC Policy

PSHE - Personal, Social and Health Education

SMSC Development - Spiritual, Moral, Social and Cultural Development

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St Martin's School PSHE and SMSC Policy
PSHE – Personal, Social, Health and Economic Education
SMSC – Spiritual, Moral, Social and Cultural Development

Introduction

At St Martin's School the promotion of pupils' personal, social and health education alongside their spiritual, moral, social and cultural development is considered to be 'a whole school issue'. PSHE and SMSC development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

Principles

PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. Pupils develop the qualities and attributes needed to thrive as individuals, family members and members of society. Spiritual, Moral, Social and Cultural Development is crucial for individual pupils, staff and for society as a whole. We believe it is at the heart of what education is all about - helping pupils grow and develop as people.

It is an expectation at St Martin's that all staff, in all subjects, can and should make a contribution to the development of pupils in these areas through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc. In addition to this the importance of relationships between all school staff and parents is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

Aims and Objectives

At St Martin's School, we believe that education in PSHE and SMSC enables children to become healthier, more independent and more responsible members of society. We encourage pupils to play a positive role in contributing towards 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 pupils 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.

In PSHE Jersey Curriculum (2014) there are three core themes.

Core theme	Pupils are taught:
Health and Well Being	<ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle 2. How to maintain physical, mental and emotional health and well being 3. How to manage risks to physical and emotional health and well being 4. Ways of keeping physically and emotionally safe 5. About managing change, including puberty, transition and loss 6. How to make informed choices about health and well being and to recognise



	<p>sources of help with this</p> <ol style="list-style-type: none"> 7. How to respond in an emergency 8. To identify different influences on health and well being
Relationships	<ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. How to recognise and manage emotions within a range of relationships 3. How to recognise risky or negative relationships including all forms of bullying and abuse 4. How to respond to risky or negative relationships and ask for help 5. How to respect equality and diversity in relationships
Living in the wider world	<ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions 2. About rights and responsibilities as members of families, other groups and ultimately as citizens 3. About different groups and communities 4. To respect equality and to be a productive member of a diverse community 5. About the importance of respecting and protecting the environment 6. About where money comes from, keeping it safe and the importance of managing it effectively 7. How money plays an important part in people's lives 8. A basic understanding of enterprise

SMSC Education

The Spiritual Development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The Moral Development of pupils is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law in Jersey
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about, moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The Social Development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively



- acceptance and engagement with the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life.

The Cultural Development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Jersey's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Jersey
- willingness to participate in and respond positively to artistic, musical sporting and cultural opportunities

Management of the curriculum

The PSHE/SMSC subject leader will be responsible for:

- overseeing the subject, monitoring and reviewing the policy
- managing resources
- attending, organising and delivering appropriate INSET

Methods of approach

A variety of teaching and learning strategies are used to deliver PSHE and SMSC which take into account the pupils age, development, understanding and needs. All staff create a safe, secure climate in the school so pupils can explore their own and others attitudes, values and skills.

In lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities. Pupil voice plays an important part in this curriculum and our School Council, Eco-Kids and Digital Leader programme allows pupils to contribute. Each week, there is a whole school weekly celebration of a Jigsaw key theme (appendix 1). This allows learning to be transferred into behaviours and attitudes and is not confined to the lesson slot on the timetable.

Curriculum Planning

PSHE is timetabled weekly in all classes using the Jigsaw scheme of work. Each week this also includes aspects of SMSC. PSHE is taught as a discrete subject and through cross curricular opportunities. SMSC is embedded into other areas of the curriculum and throughout whole school approaches (see appendix 2 for how this is evidenced).

In addition to this, we provide other learning opportunities to support the curriculum e.g. Anti-bullying week, residential trips, collective worship/assemblies, school council, charity days, visits to places in the local environment.



Early Years Foundation Stage (EYFS)

We teach PSHE and SMSC in EYFS as an integral part of our topic learning. PSHE/SMSC aspects of the curriculum are set out in the Early Learning Goals through PSED (Personal Social Emotional Development).

Visiting speakers

Visiting speakers from the community, charity or organisations make a valuable contribution to the PSHE and SMSC curriculum. Their input is carefully planned and monitored so as to fit into and complement our teaching. They include aspects of safety e.g. CAP, Prison! Me! No way!, keeping safe

Assessment

Pupils understanding, knowledge and skills are assessed through observations, discussions, questioning and participation in groups. Children are involved in self-assessment and reflection opportunities through their Jigsaw Journal and their contribution in lessons. Teachers evaluate learning as part of the planning process, which is monitored by the Leadership Team.

	Date
Created by Jenny Pryke	November 2016
Review	November 2018



Appendix 1: Jigsaw Weekly Celebrations

Autumn first half term Being me in my world	<p>Week 1: Help others to feel welcome</p> <p>Week 2: Try to make our school community a better place</p> <p>Week 3: Think about everyone's right to learning</p> <p>Week 4: Care about other people's feelings</p> <p>Week 5: Work well with others</p> <p>Week 6: Choose to follow the learning charter</p>
Autumn second half term Celebrating Difference	<p>Week 1: Accept that everyone is different</p> <p>Week 2: Include others when working and playing</p> <p>Week 3: Know how to help if someone is being bullied</p> <p>Week 4: Try to solve problems</p> <p>Week 5: Try to use kind words</p> <p>Week 6: Know how to give and receive compliments</p>
Spring first half term Dreams and Goals	<p>Week 1: Stay motivated when something is challenging</p> <p>Week 2: Keep trying even when it is difficult</p> <p>Week 3: Work well with a partner or group</p> <p>Week 4: Have a positive attitude</p> <p>Week 5: Help others to achieve their goals</p> <p>Week 6: Are working hard to achieve their own dreams and goals</p>
Spring second half term Healthy Me	<p>Week 1: Have made a health choice</p> <p>Week 2: Have eaten a healthy balanced diet</p> <p>Week 3: Have been physically active</p> <p>Week 4: Have tried to keep themselves and others safe</p> <p>Week 5: Know how to be a good friend and enjoy healthy friendships</p> <p>Week 6: Know how to keep calm and deal with difficult situations</p>
Summer first half term Relationships	<p>Week 1: Know how to make friends</p> <p>Week 2: Try to solve friendship problems when they occur</p> <p>Week 3: Help others to feel part of a group</p> <p>Week 4: Show respect in how they treat others</p> <p>Week 5: Know how to help themselves and others when they feel upset or hurt</p> <p>Week 6: Know and show what makes a good relationship</p>
Summer second half term Changing Me	<p>Week 1: Understand that everyone is unique and special</p> <p>Week 2: Can express how they feel when change happens</p> <p>Week 3: Understand and respect the changes that they see in themselves</p> <p>Week 4: Understand and respect they changes that they see in other people</p> <p>Week 5: Know who to ask for help if they are worried about change</p> <p>Week 6: Are looking forward to change</p>



Appendix 2

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum Assemblies/Collective Worship Opportunities for quiet reflection	RE curriculum plans, include a multi-faith approach based upon the Jersey Curriculum. Visiting places of worship Whole school assemblies and celebrations Outdoor learning Forest School activities Residential visits May Day Dancing Harvest, Christmas and Easter celebrations Visits from faith groups Time to reflect upon learning and experiences

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
School behaviour Policy and Jigsaw Charter Religious Education curriculum Pupil Voice Taking part in Charitable projects E-safety curriculum	Celebration with weekly Jigsaw theme. E-Safety teaching Whole school Assemblies/collective worship Class Circle times Child participation in a range of pupil groups: School Council, Eco-Kids, Digital Leaders Charity appeals Singing at various places in our locality Visits which focus on people with different needs e.g. Eyecan Visit to States Chambers PTA events



We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values -for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making □
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different 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, etc. and monitoring in simple ways, the success of what is provided.

Social Development	
Provision	How it is evidenced
PSHE Curriculum Extra curricular activities Outdoor Education PE curriculum Cross phase working	Pupil Groups including: School Council, Eco-Kids, Digital Leaders Residential visits in year 5 and 6 visits Regular visits by all classes to places in our locality linked to the curriculum Afterschool clubs including: cricket, football, netball, breakdancing, choir Transition visits to other schools Opportunities to work within various groups and mixtures of different groupings Class Buddies for Reception/Y5, Nursery/Y4 Participation in Charity support: Charity enterprise project, Children in Need, Red Nose Day Participation in Sporting events in the Island PTA events

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour □
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team □
- Share views and opinions with others



- Resolve conflicts maturely and appropriately ☐
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment ☐
- Understand how societies function and are organised in structures such as the family, the school

Our school develops pupil social development by:☐

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values ☐
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community -for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility ☐
- Providing positive and effective links with the world of work and the wider community

Cultural Development	
Provision	How it is evidenced
School Visits	School visits to museums, galleries, concerts, theatre visits
Participation cultural events	Off Island visits and exploring French Culture
MFL	Meeting authors
Sporting events	JMS music lessons
	Jerrais teaching and Local Studies
	Visits from people of different cultures, backgrounds and occupations
	MFL teaching
	Curriculum links to other localities

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops 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 particular 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, theatre, museum and gallery visits

