



**Stamford Green Primary School**

**PSHER Policy**  
**(Personal, Social, Health, Economic and Relationships Education)**  
**Including our SMSC**  
**Approach**  
**(Spiritual, Moral, Social and Cultural)**

Agreed at (please indicate with a \* ):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 11.3.19

# PSHER Policy Contents

<b>Section</b>	<b>Page Number</b>
Introduction	3
Aims and Objectives	3 - 4
Principles	4 - 5
Parents	4
Teaching and Learning	5
Assessment	6
Inclusion	6
SMSC Definition	6
SMSC for the school	7
SMSC for the pupils	7
Charity Events	7
Links with other SGPS Policies	8
Appendices	9 - 10

# PSHER (Personal, Social, Health, Economic and Relationships) Policy

## 1. Introduction

- a) At Stamford Green Primary School and Nursery, we are committed to developing the children's responsibilities towards themselves and others in school, as well as members of the local and global community.
- b) This commitment is embodied in the school's motto: 'Working together to be the best we can' and the seven commitments we make to each child during their time with us: Inspiring ~ Happiness ~ Values ~ Achieving ~ Ambition ~ Learning ~ Togetherness.
- c) Alongside the school's motto and commitments are our values. These are embedded throughout the curriculum and are vital in providing the children with essential skills needed in order to aid development and understanding of the world.
- d) Our PSHER curriculum is underpinned by PSHE Education in the National Curriculum; Personal, Social and Emotional Development (PSED) from the Early Years Foundation Stage (EYFS); the principles of Chris Quigley; the work of the PSHE Association; Relationships Education, Relationships and Sex Education (RSE) and Health Education consultation document; MindUp and the Daily Mile (Golden Run).
- e) The content set out in this guidance cover everything that primary schools should teach about on relationships and about on health, including puberty. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. (See science curriculum map on the school's website for reference)

## 2. Aims and Objectives

As referenced in the RSE and Health Education DfE publication, our PSHER curriculum will support the development of skills, attitudes and values, which will enable children and staff to:

- a) Embrace the challenges of creating a happy and successful adult life. 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 practise as they develop capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. 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.
- b) Use high quality, evidence based and age appropriate teaching of these subjects to help prepare pupils for the opportunities, responsibilities and experiences of adult life. We will also promote spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.
- c) Use the Relationships Education, Relationships and Sex Education and Health Education Regulations to ensure that we know that it is compulsory for all primary pupils to receive this education. Personal, Social, Health and Economics and Relationships Education (PSHER) continues to be a compulsory requirement of the National Curriculum.

- d) Recognise the right of parents/carers to withdraw pupils from sex education but not relationships education and the process that the school should follow when considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory PSHER.
- e) Determine how to deliver the content set out in the PSHER curriculum map and DfE guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.
- f) Deliver RSE as part of a timetabled PSHER programme, with good outcomes.
- g) Ensure the subject lead works closely with colleagues in related curriculum areas to ensure Relationship Education, RSE and Health Education programmes compliment, and do not duplicate, content covered in National Curriculum subjects such as science, computing and PE. It is important that we check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary school.
- h) Be aware that for many young people, the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be living a substantial proportion of their life online. We will take this into account when planning how to support children in distinguishing between different types of online content and making well-founded decisions.

### **3. Principles**

- a) Our job as teachers is to ensure that we incorporate the PSHER education into our daily teaching. This will happen through numerous ways:
  - i. The Daily Mile (Golden Run) happening every day in KS2/KS1 and 3x a week in YR.
  - ii. MindUp brain breaks will happen 3x a day (morning, afternoon and before the end of the day) each having a designated time slot so that the school is in unison.
  - iii. Reading a class book/poem every day.
  - iv. A 20 minute planned activity will take place weekly that will use elements of the PSHER curriculum map (located on the school's website).
- b) The following strategies may be used by teachers in order to achieve these goals:
  - i. Circle Time.
  - ii. Reflection.
  - iii. Time to ask questions in a safe environment and through day to day practise.
  - iv. Having milk in YN and fruit in the EYFS and KS1.
  - v. Encouraging children in KS2 to bring in fruit as a snack to have mid-morning.
  - vi. Every child feeling confident when asking questions and knowing it is ok to make mistakes.
  - vii. Slowing the pace of the day's activities that are unique to their class, For example: Yoga, Wake and Shake, games, music.

### **4. Parents/Carers**

- a) To ensure that our parents and community understand how our PSHER curriculum is underpins our school day, we will ensure that as teachers, we do the following:
- i. Publish the PSHER Curriculum Map on our website.
  - ii. Talk through PSHER for the year ahead during the 'Welcome Meetings' for each year group in July.
  - iii. Ensure that parents/carers understand the right to withdraw their child from some or all RSE delivered lessons. They do not have the right to withdraw from aspects of the science curriculum that are statutory to their year group.

## **5. Teaching and Learning**

### a) Curriculum Content

The PSHE Association states that:

To teach children key skills through the use of three 'core themes':

- i. *Health and Wellbeing: what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, how to manage risks, keeping safe, managing change, making informed choices and knowing where to get help with this, how to respond in an emergency, to identify different influences on health and wellbeing.*
- ii. *Relationships: how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts, how to recognise and manage emotions, how to recognise risky or negative relationships including all forms of bullying and abuse, how to respond to risky or negative relationships and ask for help, how to respect equality and diversity in relationships.*
- iii. *Living in the Wider World: self-respect and respect for others, the importance of being responsible, the rights and responsibilities of families and citizens, learning about different groups and communities, respect for equality, being a productive member of the community, the importance of respecting and protecting the environment, money management and a basic understanding of enterprise.*

### b) Curriculum Organisation

Please refer to the Stamford Green Primary School Personal, Social, Health, Economic and Relationships Education Curriculum Map (available on the school website).

### c) Teaching and Learning Methods

Activities are planned according to the levels and needs of the children. We take into account prior learning, knowledge and skills already gained. A range of teaching strategies and learning styles are used in delivering PSHER. These include: Circle time activities and class discussions.

- i. Reflection.
- ii. Role-play and drama.
- iii. Visits and visitors when appropriate.
- iv. Time allocated in the classroom for lessons to be taught.
- v. Reports from the School Council.
- vi. Class teaching and group work.
- vii. Individual work when appropriate.
- viii. Whole school focus through our themes.

## **6. Assessment**

- a) In accordance with the school's Assessment Policy, children's achievements and growth in PSHER and PSED are assessed and recorded by the class teacher.
- b) Children are also encouraged to assess themselves and their peers.
- c) Assessment is used to enable teachers to match tasks, to respond to needs and inform future planning.
- d) Teachers inform parents of their child's progress through Parents' evenings and accompanying written reports.

## **7. Inclusion**

- a) Children of all abilities and beliefs should have access to the PSHER/ PSED curriculum.
- b) Provision for children with Special Educational Need and Disability (SEND) is the responsibility of the class teacher with the support of the Special Educational Needs Coordinator (SENCO) and PSHER Coordinator.
- c) It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances, have access to the PSHER/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.
- d) Within the planning of PSHER/PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.
- e) Our approach is that we will address Lesbian, Gay, Bisexual and Transgender (LGBT) specific content as per the Department for Education recommendation, which is "...that it is integral throughout the programme of study that is followed. As with all RSE teaching, we will ensure that our teaching is sensitive, age appropriate and delivered with reference to the law."

## **8. Spiritual, Moral, Social and Cultural (SMSC) Definition**

- a) The spiritual development of pupils is shown by their:
  - i. Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
  - ii. Sense of enjoyment and fascination in learning about themselves, others and the world around them.
  - iii. Use of imagination and creativity in their learning.
  - iv. Willingness to reflect on their experiences.
- b) The moral development of pupils is shown by their:
  - i. Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
  - ii. Understanding of the consequences of their behaviour and actions.
  - iii. Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
- c) The social development of pupils is shown by their:

- i. Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
  - ii. 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.
  - iii. Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- d) The cultural development of pupils is shown by their:
- i. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
  - ii. Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
  - iii. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
  - iv. Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
  - v. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **9. Our SMSC Approach for the school**

a) Our SMSC Approach contributes significantly to the ethos of our school and our school community.

We aim to:

- i. Share common aims and school values.
  - ii. Celebrate achievement and special times.
  - iii. Explore together the world in which we live.
  - iv. Develop a community spirit.
- b) Staff will ensure that SMSC is delivered in lessons, assemblies and throughout the curriculum and wider school activities.

## **10. SMSC for the pupils**

a) We also intend that SMSC contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- i. Consider spiritual and moral issues.
- ii. Explore a sense of values.
- iii. Develop their own spirituality.
- iv. Reinforce positive attitudes.
- v. Participate and respond.
- vi. Reflect on what it means to be a positive member of society.

## **11. Charity Events**

- a) Every year the Pupil Leadership Team (Head and Deputy Head Boys and Girls) will meet to plan the school's charity events.
- b) After this meeting the children and parents/carers will be informed through Dates for Diaries.
- c) Following a charity event, an assembly will inform all the children who, when, why, what and how much was raised. This will also be replicated in a newsletter.

## **12. Links with other SGPS Policies**

This policy links with other school policies: Anti-Bullying, Collective Worship, Safeguarding, Equal Opportunities, RE, E-safety and Science.



## SMSC - Spiritual, Moral, Social and Cultural - School Overview

In addition to the National Curriculum, we have identified the listed learning and thrive experiences as being an integral part of fulfilling our seven commitments, to each child, during their journey with us. The school curriculum is underpinned by our three local curriculum drivers (Community/Values/Independence), which are in place, in addition to the list below, to meet the needs of our children in relation to their social, moral, spiritual and cultural development.

All of these elements come together to actively promote fundamental British values.

We believe that the learning experiences at Stamford Green are unique and our aim is to ensure that we develop the 'whole' child whilst maintaining the highest standards of achievement across all areas.

### Working together to be the best we can - our seven commitments, to each child, during their journey with us.

Inspiring	Happiness	Values	Achieving	Ambition	Learning	Togetherness
<ul style="list-style-type: none"> <li>• Educational visits and visitors</li> <li>• School Council and pupil voice</li> <li>• Children across the school vote for their House Captain every year</li> <li>• Great Harvest Bake Off – Charity fundraiser</li> <li>• Christmas Market – children make and sell products</li> <li>• Young Enterprise Project (Y6)</li> <li>• Clubs- internal and external opportunities as well as peripatetic music lessons</li> <li>• Black History Month projects e.g. theatre and drama workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Class assemblies to school and parents</li> <li>• Whole school productions e.g. Drama, YN's Nativity Tableaux, YR's First Christmas, Y1 and Y2 Nativities and KS2 Carol Service</li> <li>• Better Box for all to use so that individual concerns are addressed</li> <li>• Safe and welcoming environment</li> <li>• Positive relationships</li> <li>• Eco friendly- recycling initiative</li> <li>• Playtimes – whole school areas, craze of the week, ball cage and all weather pitch rotas, friendship bench</li> <li>• Whole school PTA events e.g. Easter Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Values decided by children, staff, parents and Governors based on important qualities for the children to epitomise so that they are successful citizens in Britain</li> <li>• 22 School Values on a 2 year rotation</li> <li>• Assemblies (collective worship, themes, festivals and reflective thought)</li> <li>• House Captains involved in the school</li> <li>• Displays (whole school, classroom and corridors)</li> <li>• Themed weeks e.g. Anti-bullying</li> <li>• Whole School Ethos:               <ul style="list-style-type: none"> <li>-Vocabulary</li> <li>-Displays</li> <li>-Rewards</li> <li>-Planned for lessons through our local curriculum drivers</li> </ul> </li> <li>• Thought provoking questions on displays</li> </ul>	<ul style="list-style-type: none"> <li>• Captain's Table</li> <li>• Y2-Y6 homework HPVB reward</li> <li>• Achiever of the week - Golden Jumpers</li> <li>• Clubs (representing the school)</li> <li>• Golden awards</li> <li>• Merit awards</li> <li>• Pen Licence</li> <li>• Learning journals</li> <li>• Pupil progress</li> <li>• Assessment informing planning</li> <li>• Parents' Evening</li> <li>• Y6 Family Reviews in the summer term</li> <li>• Class Open Time to showcase learning</li> <li>• Golden Books to show progression from YR to Y6</li> <li>• Opportunities for parental feedback in children's books</li> <li>• High expectations evident in children's books and on displays around the school</li> </ul>	<ul style="list-style-type: none"> <li>• House Captain speeches and whole school involved in democratic election</li> <li>• Buddies applications from Y6</li> <li>• Pupil leadership roles</li> <li>• Competitive sports</li> <li>• Sport in KS2/Y6 - all (who want to) get to represent the school at an inter school sports event</li> <li>• Music Festival</li> <li>• Dance Festival</li> <li>• Role models</li> <li>• LMT Lead projects e.g. E&amp;E Borough Opportunities</li> <li>• Training teachers through School Centred Initial Teacher Training (SCITT) and work experience</li> <li>• National Support School</li> <li>• DfE designated Teaching School</li> </ul>	<ul style="list-style-type: none"> <li>• National and Local Curriculum</li> <li>• Enrichment YR-Forest School Y1-Outside area learning</li> <li>• Y2-Playing the recorder</li> <li>• Y3-Pen licences</li> <li>• Y4-Survival skills</li> <li>• Y5-Ice lolly project</li> <li>• Y6-Enterprise Project</li> <li>• Local Curriculum Drivers</li> <li>• Feedback and marking</li> <li>• Link with a Spanish school- pen pals</li> <li>• Homework passports</li> <li>• E-Safety/Online safety</li> <li>• Shared reading (Y1-Y6)</li> <li>• Thrive experiences –see separate document on our website</li> <li>• Parent workshops run based on priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Planned curriculum driver opportunities</li> <li>• Parent welcome meeting at the start of each year</li> <li>• Working with lots of people through class/group/partner work</li> <li>• Community Reading Volunteers</li> <li>• Safeguarding training for all</li> <li>• Visitors welcomed to enhance the curriculum</li> <li>• Working with other schools e.g E&amp;E Triad Project</li> <li>• Supporting and being a part of PTA events</li> <li>• Parents' Forum</li> <li>• Class Rep Coffee Morning</li> <li>• Community Newsletter</li> <li>• Communications – email/Twitter/ Facebook</li> <li>• Generations Coffee Morning run by the School Council (SGSC)</li> </ul>



# Thrive Experiences and Visits/Visitors Overview

This overview has been put together to complement our approach to SMSC (Spiritual, Moral, Social and Cultural) development. Please see our SMSC School Overview for more information on SMSC and how we promote fundamental British values.

	Autumn	Spring	Summer	Enrichment in School
<b>Nursery</b>	Great Harvest Bake Off Café for families	Space Dome Visitor	Theatre Visit	Induction Programme Forest School Fantasy Ball
<b>Reception</b>	Christ Church Visit	Zoolab Visitors	Godstone Farm Visit	Induction Programme Forest School Superhero Day
<b>Year 1</b>	Epsom Library Visit and Local Area Visit	Epsom Primary Visit Synagogue Visit	British Wildlife Centre Visit	Outside Area Learning Bring your cuddly toy to school dy
<b>Year 2</b>	Mosque Visit	Sleepover at school ASK restaurant in Epsom Visit	Drusilla's Park Visit	Learning to play the recorder Pirate Day Victorian Day End of KS1 Celebration Pedals Safety Course
<b>Year 3</b>	Dino Dome Visitor	Sikh Temple Visit	The Golden Hinde Residential Visit	Pen Licence In the Studio Day Performing at 'Mince Pie Thank You' event Traditional Dance – Summer Fun Day
<b>Year 4</b>	Bourne Hall Museum Visit	Hindu Temple Visit	High Ashurst Residential Visit	First Aid Training Evacuation Day Ancient Greek Day Charity Soup Kitchen
<b>Year 5</b>	Swimming Lessons Visit	Young Voices 02 Visit Space Dome Visitor	Buddhist Temple Visit Blenheim Science Festival Visit	Ice Lolly Project Roman Day
<b>Year 6</b>	Council Chambers Visit	V & A Museum Junior Citizen Event	PGL Windmill Hill Residential Visit KS2/KS3 Transition	Enterprise Project Bikeability
<b>School Traditions YN - Y6</b>	<ul style="list-style-type: none"> <li>Great Harvest Bake Off</li> <li>Remembrance Day</li> <li>Community Christmas Cards</li> <li>Mince Pie thank you event for volunteers</li> <li>Random Acts of Kindness advent calendar</li> </ul>	<ul style="list-style-type: none"> <li>Thank you letters home after Christmas</li> <li>Mother's Day/Special People</li> <li>Easter Challenge with the PTA</li> <li>World Book Day</li> <li>Safer Internet Day</li> <li>Eco Day</li> <li>STEM Day</li> </ul>	<ul style="list-style-type: none"> <li>Father's Day/Special People</li> <li>Y6 Autograph Books</li> <li>All about me activity before meet the new teacher day</li> <li>Cream Tea thank you event for volunteers</li> <li>End of term fun experience from your Teachers/TAs/PSAs</li> </ul>	<b>Throughout the year:</b> <ul style="list-style-type: none"> <li>Birthday cards for each class member</li> <li>SGSC Generations Coffee Morning invite for grandparents and local retired residents</li> <li>Class Assemblies</li> <li>Y6 Leavers' Service</li> <li>YN Nativity Tableaux</li> <li>YR's First Christmas</li> <li>Y1 Christmas Nativity</li> <li>Y2 Christmas Nativity</li> <li>Y3 - Y6 Carol Service</li> <li>The Golden Run</li> <li>Using the school library</li> <li>Thank you cards and tweets either after a visit somewhere or if a visitor has been into school</li> </ul>