

Attenborough School

PSHE, Citizenship and SMSC

“It is clear from the range of inspection guidance for September 2015 that the evidence schools provide regarding the effectiveness of their PSHE and of pupils’ SMSC development is more crucial than ever to informing the judgements inspectors make regarding leadership and management, the quality of teaching and learning, personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the school.”

Aims for the School Curriculum

- to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- to begin to play an effective role in society at local, national and international levels (Community cohesion)
- to promote ‘British’ and ‘International Primary Curriculum’ values across Attenborough School
- to develop an understanding and highlight the importance of personal values
- to provide opportunities for all pupils to learn and to achieve?

These aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve as well as begin to have a greater influence in an ever changing society. Development in all areas is essential to raising standards of all pupils.

Rationale for Citizenship

The development of citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values, encourage respect for different national, religious and ethnic identities, and develop pupils' ability to reflect on issues and take part in discussions.

The PSHE, Citizenship and SMSC Curriculum

PSHE, Citizenship and SMSC will be embedded through a whole school approach, which includes a combination of discrete class lessons, through other subjects, incidental sessions as well as whole school assemblies, school events and celebrations. We incorporate the ‘British Values’ through the International Primary Curriculum, ‘Personal and International Goals’ and **we use Go Givers guidance as a basis for our curriculum coverage.**

The International Primary Curriculum Goals

- A knowledge and understanding of one’s own national culture. International is both inter and national
- An awareness and understanding of the independence of and the interdependence between peoples
- An awareness and understanding of the independence of and interdependence between countries
- An awareness and understanding of the essential similarities between the peoples and countries of the world
- A developing ability to be at ease with others who are different from ourselves

The Personal Goals

The personal goals refer to those individual qualities and dispositions we believe children will find essential in the 21st century. They help to develop those qualities that will enable children to be at ease with the continually changing context of their lives.

There are personal goals for enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.

- Know about a range of views, cultures and traditions
- Be able to consider and respect the views, cultures and traditions of other people
- Be able to cope with unfamiliar situations
- Be able to approach tasks with confidence
- Be able to suggest and explore new roles, ideas, and strategies
- Be able to move between conventional and more fluid forms of thinking
- Be able to be at ease with themselves in a variety of situations

British Values (See EYFS and Primary documents)

- Law and Order
- Democracy
- Individual Liberty
- Mutual Respect

All teachers are encouraged to develop a repertoire of flexible teaching approaches which allow pupils to explore issues through school and community involvement and in a way that is challenging and relevant to their lives.

- High order questioning skills
- Working together
- Problem solving
- Understanding another point of view
- Working with feelings and imagination.
- Circle Time
- School Council (preparatory activities)
- Drama and role-play
- Discussion and debate
- Use of real life scenarios and dilemmas
- Research

Answering Difficult Questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. The school believes that individual teachers must use their skill and discretion in these situations and refer to the KS leader, headteacher or parent as appropriate. Staff will also follow safeguarding procedures if required.

Use of external Agencies

We access the expertise of external agencies, including the police, Padres, Army service, Theatre in Education groups, medical and youth services to support our programmes in school.

- Share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon pupils in any way.
- Make clear to pupils who they are, who they represent and what they are offering to children.
- Their input is integrated within a planned programme (diary dates) through classroom visits, assemblies and focussed days.
- School/Class/Setting background information is issued and discussed with all visitors prior to visit.
- Resources and overall input is to be liaised for suitability

Other Related Policies

All subject policies should indicate their contribution to PSHE, Citizenship and SMSC in school, eg:

- Sex Education.
- Medicines / Drug Education.
- Child Safeguarding / Protection
- Equal Opportunities.
- Behaviour.
- Health and Safety.
- Anti-Bullying.

Staff will be given regular opportunities to develop their thinking and skills in delivery of PSHE, Citizenship and SMSC through staff meeting INSET as appropriate.

Suggested Activities to Develop Spiritual Awareness

- Opportunities through all forms of Arts e.g. Music, dance, drama discussions.
- Stories and discussions relating to people who help in our community.
- Collective acts of worship in the classroom.
- Being aware and environmental change care of animals.
- Geography – personal travels (your experience & stories).
- Stories – (With a focussed outcome on morals or decision making)
- Personal opinions/views & respect for others views around the world.
- German cultural aspects – heightening the status
- Discussion on why we do things – right wrong – when incidents arise.
- Stories from RE
- Through testing & evaluating a range of toys and games ask pupils to describe and discuss feelings/emotions experienced through play.
- Discussion of differences between people of race, religion, characteristics and beliefs.
- Links with the local community – schools, sports teams, German lessons, local cultural outing.

Suggested Activities to Enhance Moral Development

- All adults in school should be positive role models.
- Children to learn through role play.
- Children to learn from everyday experiences & real incidents.
- Development of appropriate behaviour in school: using a range of behaviour management strategies and referring to the behaviour policy.
- Making children aware of their own personal space.
- Discuss with pupils issues such as fair play/cheating/sharing with others and caring for other people's possessions.
- Stories may lead to moral discussion.
- Praise good work/behaviour.... Discuss and remodel good work/behaviour in line with school behaviour policy.
- Ongoing process of personal behaviour – different behaviour expectations for different children.
- The right to feel safe.
- Justify why they did something.
- Promotion of honesty.
- Respect for work as well as others, equipment, possessions.
- The school values – Class Dojo
- Dealing with issues as they arise.
- Equal opportunities.
- Taking turns/respecting others when it is their turn.

Suggested Activities to Contribute to Social Development

- School values
- Class/Setting values
- Taking turns in game
- Listening to one another/valuing opinions
- Strategies to avoid conflict/positive behaviour
- Modelling – role play, discussions, example, stories
- Awareness of other cultures
- Manners, disabilities, multi-cultural (colour/race)
- Sexual equality
- Respect for everyone's difference (e.g. children who wear glasses)
- Sharing/taking turns/respect for others
- Equal status throughout the school for all staff
- Showing respect to visitors
- Highlight the effects of bullying
- Explore types of play e.g. individual, parallel, collaborative
- Discuss how games/ toys are often part of celebrations

Suggested Activities to Contribute to Cultural Development

- Inviting parents/adults from the community to come in and talk (grandparents, German parents etc)
- Set up displays/discuss posters portraying cultural diversity
- Stories – 'Little Red Hen', '2 Giants', Michael Foreman stories
- Co-operative models – building a collective model from construction equipment etc
- Discuss with children what makes you happy in your job
- Always point out that how you behave has an effect on others (consequence)
- Promoting self discipline – being positive and praise
- Awareness of our environment
- Similarities & differences between looks, hobbies, foods and religions within the class
- Wider awareness:-
 - musical traditions and instruments
 - holiday discussions and sharing of experiences, photos etc
 - Geography – lifestyles relating to different cultures/areas of the world
 - Videos, artefacts, pictures – talking about holidays
 - RE – traditions of other religions e.g. Rosh Hashanah, Diwali, Christmas
- German culture – festivals & traditions
- Folk tales from other countries
- Awareness of being European
- The world wide perspective
- Life styles of other cultures e.g. Arabs, Africans
- Appreciation of language & religion
- Appreciation of how you come to school
- Appreciation of how you are clothed
- Appreciation of how you are fed
- Appreciation of how you are cared for
- The beauties of the world: natural, artistic, musical, scientific, sport
- Consider toys and games – traditional/modern to other cultures and lands
- Look at traditional toys and compare with today's high tech toys

KEY STAGE 2 Planning Overview

Suggested Activities to Develop Spiritual Awareness

- Links with the local community – schools, sports teams, German lessons, local cultural outing.
- Ensure that the individual child has varied opportunities to express ideas/opinions.
- Ethos & attitudes to certain aspects of life – eg. Music, art the natural world (anything that promotes an appreciation of the wonder of life).
- Stories/events which highlight the ‘better’ nature of mankind, making children aware of shared goals, eg. Spectator sports, concerts, state funerals. ?’
- Describe feelings ie happy, sad, calm, angry,
- Explore individual differences
- Through testing & evaluating a range of toys and games ask pupils to describe and discuss feelings/emotions experienced through play.

Suggested Activities to Enhance Moral Development

- Personal behaviour
- Role play/drama/circle time/open forum for discussion of social/moral problems.
- Role and Responsibilities – teacher ensures fair distribution.
- The Class Dojo system
- Discussion of class rules for the care of equipment, behaviour in class etc.
- Writing activities to promote thoughts on moral issues eg. bullying.
- Use of literature
- Opportunities to discuss problems which arise.
- Modelling/recreating behaviours/role play.
- Assemblies – reinforcing philosophy/moral code. .
- How can games be designed to ensure fair play?
- Explore wider world issues
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Suggested Activities to Contribute to Social Development

- Social obligations when going out of school (ie. school & community)
- Raised expectations in supporting and encouraging one another
- Language “code” - Manners
- Ways of achieving what you want by using the best approach
- Relationships – groupings for different activities
- Studying people’s roles in the community
- Equal opportunities
- Racial equality
- Rewarding social graces etc in good work assembly
- Discussing physical/mental disabilities (the person within)
- Make comparisons between one another
- Explore issues of personal and social responsibility for our environment
- What would we do to improve the way we treat our environment

Activities to Develop Cultural Awareness

- Comparison of cultural codes highlighting awareness of your own
- Introduction to a variety of customs – music, art, traditions etc all building towards a wider acceptance within cultures eg. regional differences, wealth/poverty
- Stories, poems, role play
- Explore how artists and musicians depict cultural differences/ Use examples from different times and cultures Turner, John Constable, Hokusai Homer
- Explore cultural differences. E.G - Indian, Arabic and Byzantine cultures and with increasing realism in post Renaissance western art.