



APWG Federated Schools SMSC policy (PSHE, Citizenship and British Values)

At APWG, the children and their learning are at the very heart of every decision made.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

APWG's aim, to ensure all of our students develop spiritually, morally, socially and culturally, is achieved by delivering a high quality PSHE and Citizenship curriculum.

We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. All curriculum areas have a contribution to make in the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

What can help children and young people develop consistency in their thinking, decision-making and behaviour, especially when they consider and then try to put into practice the range of important topics that are raised during Personal, Social, Health and Economic (PSHE) education, Citizenship lessons and in connection with their Spiritual, Moral, Social and Cultural (SMSC) development?

A simple answer – simultaneously learning to understand and apply VALUES in everyday life, because these are principles that establish standards, act as reference points and empower.

What does this mean for APWG?

It means coaching children and young people, as an integral part of the school curriculum, so that, in conjunction with their parents and carers at home, they are constantly learning to identify values that are important to:

- **Themselves** – as individuals, who are capable of spiritual, moral, social, intellectual and physical growth and development
- **Their relationships** – as fundamental to the development and fulfillment of happy and healthy lives and to the good of the community
- **Our society** – which is shaped by the contributions of a diverse range of people, cultures and heritages, and
- **Our environment** – as the basis of life and a source of wonder and inspiration that needs to be protected

What is PSHE education?

Personal, Social, Health and Economic Education (PSHE education) is defined as:

'...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

PSHE education offers children and young people significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help children and young people understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. PSHE education provides children and young people with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world.

What is Citizenship education?

We want young people to leave school or college with an understanding of the political, legal and economic functions of adult society, and with the social and moral awareness to thrive in it.

Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and their communities.

It is not about trying to fit everyone into the same mould, or about creating 'model' or 'good' citizens.

What is British values education?

Schools are expected to focus on, and be able to show how their work with pupils is effective in, embedding fundamental British values. Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British values.

Development

Spiritual Development

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups and SEAL/PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers and other means that highlight both academic and social achievements.

Social Development

The school will help children adjust to a range of social contexts by appropriate and sensitive behaviour encouraging children to relate well to other people's social skills and personal qualities. Through everyday lessons, in particular Physical education, we support children to work successfully, as a member of a group or team, share views and opinions with others and provide children with the skills to resolve conflicts maturely and appropriately.

We encourage children to show respect for people, living things, property and the environment and reflect on their own contribution to society by understanding how societies function and are organised in structures such as the family and the school.

Cultural Development

Extending pupils' knowledge and use of cultural imagery and language

During sessions, children are encouraged to think about special events in life and how they are celebrated and providing quality and a nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, ECO & School Council.

Children are supported in recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literacy, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.

Teaching

Development in this area will take place across all curriculum areas, within 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.

APWG deliver a high quality PHSE, Citizenship and Health & Wellbeing scheme of work, which is enriched with opportunities to develop spiritually, morally, socially and culturally.

Alongside this curriculum, classes and whole school approaches are set in place to further develop children, including: Circle times, House meetings, whole school assemblies, class assemblies, critical thinking sessions and Thunks resources amongst just a few.

Links with the wider community

- Visitors are welcomed into school.
- Links with the Church are fostered through links with the local church.
- 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.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Curriculum Coordinators identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
- Coordinators will monitor resource provision, identifying shortfalls.
- The Head Teacher shall have oversight of this policy and monitor with the coordinator the provision of SMSC.