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PSHE, British Values & SMSC Policy



Church of England Academy
Loving to Learn, Learning to Love

Overall aims and Rationale

Fishponds Church of England Academy strives to be a fully inclusive school. Our Vision statement is '**Loving to Learn, Learning to Love**' and this is underpinned by the Bible Passage 1 Corinthians 13 v 4-7:

'Love is patient and kind; love does not envy or boast; it is not arrogant⁵ or rude. It does not insist on its own way; it is not irritable or resentful;⁶ it does not rejoice at wrongdoing, but rejoices with the truth. ⁷Love bears all things, believes all things, hopes all things, endures all things. (1 Corinthians 13 v4 - 7 Bible ESV)

We have chosen 12 core values that we feel underpin that passage and we strive to teach and live these values together as a school and wider community.



We recognise that our school is a diverse community, which welcomes children and staff from all over the world. We take great pride in celebrating the vast range of cultures, ethnicity and beliefs, whilst upholding our Christian values that are at the core of everything we do. This policy references these values through the teachings of our adopted PSHE scheme of work and the fundamental British Values.

Framework for Teaching PSHE (incorporating PSHE and British Values)

In September 2013, the DfE produced a guidance to outline the expectations when teaching PSHE. The guidance states, *'All schools should teach PSHE, drawing on good practice,'* this expectation is outlined in the New National Curriculum.

Furthering this they have also stated, *'We expect all schools to use their PSHE education programme to equip pupils with a sound knowledge and skills necessary to make safe and informed decisions.'*

In February 2019, the DfE published the draft RSE and health education statutory guidance. This was to be used alongside the amended PSHE policy statement to introduce statutory requirements in March 2017:

- **Relationship education in primary schools (included Sex education – see RSE policy)**
- Relationships and sex education in secondary schools
- **PSHE in all schools (this includes keeping myself safe, physical health and mental wellbeing)**

In November 2014, in the document **'Promoting fundamental British values as part of SMSC in schools'** the DfE stated that..

'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. '

(The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>)

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

PSHE Curriculum (Jigsaw):

Jigsaw is a mindful approach to PSHE, which integrates personal, social, health and economic education with an emphasis on emotional literacy, mental health and SMSC. Jigsaw teaches children to become aware of and reflect upon their thoughts and feelings across six units of work:

- **Being Me in My World**
- **Celebrating Difference**
- **Dreams & Goals**
- **Healthy Me (to include Healthy Mind to develop positive mental health strategies)**
- **Relationships**
- **Changing Me**

Each unit of work is carefully tailored to the suitability of each year group within Key Stage 1 and 2. As our children progress through the school and develop within each unit of work, they address the fundamental British Values spiritually and morally, socially and culturally and 'learn to love' one another through our values.

Methods of approach:

A variety of teaching and learning strategies are used to deliver our chosen PSHE scheme of work that takes into account the pupil's age, development, understanding and needs. When delivering Jigsaw lessons, we pride ourselves in creating a safe and secure environment, allowing children to explore their own attitudes, values and skills, alongside that of others.

Jigsaw allows our children to emerge into highly interactive and engaging discussions whilst allowing opportunities to record their ideas and learning through:

- The development of a trusting relationship between the teacher and the pupils, enabling the consideration of sensitive issues to take place.
- Collaborative work
- Circle time activities
- Opportunities to reflect
- Challenge within a safe environment
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends.

One PSHE lesson is timetabled weekly in class using the Jigsaw scheme of work. British Values and SMSC are embedded throughout our wider curriculum and through Collective Worship.

The Wider Curriculum

We provide enriching opportunities throughout the year to support the teaching of PSHE such as, Anti-Bullying Week or Online Safety week and RE days and experiences throughout the year. Our residential trip in Year 6 also provides opportunities for our children to develop in skills such as co-operation, tolerance, self-care and safeguarding.

Our school runs a School Council which operates on a system of Democracy. The School Council gathers the views of children and discusses how to make our school the best it can be.

Collective Worship in our school lies at the heart of the curriculum and develops one of the twelve core values of the school over the course of a short term. For example the value of 'Respect'. Each week the school studies and responds to a new question linked to the core value. The Monday Collective worship sets the question of the week. Children then discuss and respond to the question of the week in later Collective Worship sessions. These sessions take place in class, phase and whole school groups in order to allow children to explore and discuss their opinions, hear the viewpoints of others and deepen their understanding of the question of the week in a variety of different contexts. These sessions encourage children to think about their own spiritual development and what actions could embody these core values. They also encourage children to

reflect on their own experiences and aim to develop a personal response to these fundamental questions. Close links are made with British Values.

Our collective worship sessions are strengthened by the pupil voice from our worship council. The council is made up of a group of children from each class and of different faiths with the aim to evaluate collective worship, play a part in improving the spiritual reflection spaces throughout the school and engage with those adults leading the council to create new ways to explore worship in our school.

From entering our Reception classes at our Church of England Academy, children will learn about the similarities and differences in our multicultural, multi-faith community. They will reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. They will develop knowledge and understanding of Christianity, other major world religions and value systems found in Britain. We encourage children to share their beliefs and traditions, and to share these with their peers. In order to allow this to happen, our collective worship in phase groups gives children time to learn about the celebrations in all major world faiths. In our multi-faith school community, children of all faiths are given the opportunity to share their customs. Through these times, we aim to develop an understanding of religious traditions and to appreciate the cultural differences in Britain today. Opportunities like these mean that diversity is respected and embraced by all in the community. It also encourages children to see themselves as part of the local, national and global community. We highly encourage children, families, parents and those in the local community to reach out, talk and share their faith with the school during collective worship and RE lessons. Therefore enriching the curriculum.

Our RE curriculum allows for all children to study the belief system of all the major faiths through 'Discovery RE' as well as deepen their understanding of Christianity through the scheme 'Understanding Christianity'. This scheme endeavours to teach the theology behind the Christian Faith so that our children leave Fishponds understanding the key concepts of Christianity. Through RE teaching, children learn about religious traditions and learn to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. They are encouraged to recognise similarities and differences between all faiths and ponder the 'Big Questions' as a collective group. E.g. Why was I created? We use their experiences at religious festivals such as Harvest, Easter, Eid and Divali etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

British Values:

At Fishponds CE Academy, pupils are encouraged to regard others of different faiths, races and cultures with respect and tolerance. We exercise the importance of understanding that although we may hold different views; all people living in England are subject to its law and therefore are expected to uphold values of freedom of speech, the rule of law, individual liberty, democracy and mutual tolerance and respect. The teaching of British Values is threaded through the Jigsaw scheme of work and across Collective Worship in order to prepare our children for life in modern Britain.

Through our provision of SMSC and PSHE, we aim to:

- Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.
- Enable pupils to distinguish right from wrong and behave accordingly.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As a result, the pupils will:

- Have an understanding of how citizens can influence decision-making through the democratic process.
- Have an appreciation that living under the law protects individual citizens and is essential for their wellbeing and safety.
- Understand that freedom to choose and hold other faiths and beliefs are protected by the law.
- Acceptance that other people having different faiths and beliefs to oneself should be accepted and tolerated without prejudice or discrimination.
- Have an understanding of the importance of identifying and combating discrimination.

PSHE, British Values and SMSC inclusion:

We teach PSHE, British Values and SMSC to all children, regardless of their ability, culture, or beliefs. As a school we will actively challenge behaviours or beliefs which do not align with our policies and actively encourage our children to become courageous advocates for positive change and social justice. Our adopted scheme of work allows teachers to adapt and differentiate work where necessary. The rich use of visual resources throughout the scheme of work has been of great benefit to our children where English is an additional language. Additionally, the Jigsaw scheme allows for a range of relevant issues that impact the lives and wellbeing of our children to be discussed and explored.

Promotion of this policy

The PSHE, RE subject leaders and School Council Leaders will be responsible for:

- Overseeing the subject, monitoring and reviewing the policy
- Managing and updating PSHE resources
- Attending, organising or developing appropriate training for staff
- Organising relevant visitors or trips and ensuring that they adhere to and reflect the values upheld by the school.
- Ensuring that PSHE / British Values and SMSC remain a high focus within the school through the development of theme weeks e.g. Anti bullying Week.
- Incorporating democracy into school life e.g. use of school council elections, discussion of election of a new prime minister.

- Working closely with the Relationships and Sex Lead to ensure appropriate curriculum coverage.

It is essential that all governors (local board members), staff, parents and children are aware of this policy.

- Local Board: All Local Board members will receive a copy of this policy.
- Staff: New staff should be made aware of the policy as part of their Induction process. The policy and procedures will be discussed with staff and revised as necessary.
- Parents/carers: This policy and outline of the PSHE curriculum will be made available on the School Website.
- Children: children will obtain an understanding of their rights through the deliverance of Jigsaw.

Monitoring and Evaluation

The subject leader will update the policy if the DFE introduces new requirements or guidance.

Evaluation takes place through:

- Regular monitoring of legislation
- Internal monitoring of books and pupil voice and parent voice (through parent surveys)
- Attending training and networking workshops
- Liaising with subject leaders from other schools within DBAT

Appendix to PSHE / British Values / SMSC Policy

Key References:

A full list of references can be found below:

- Childline: *Confidential free helpline for children* 0800 1111
- Anti-Bullying Campaign :*Advice for parents and children* 0207 378 1446
- JIGSAW (PSHE program used in school)
- Stonewall project against homophobic bullying.
- The CofE report on Valuing All God's Children, authored by Katy Staples
- FCEA Safeguarding Policy
- FCEA Anti Bullying Policy
- FCEA Online Safety Policy
- <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412291/Personal_Social_Health_and_Economic_PSHE_Education_12_3.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- (The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>)
- (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf) **Promoting British Values guidance DFE Nov 2014**
- 'Keeping Children Safe in Education' DFE September 2021
- Equality Act and schools 2010
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf (September 2021)