



Life Learning (PSHE) and SMSC Policy

Newdale's Iron Giant

"To go further than I thought
To run faster than I hoped
To reach higher than I dreamed
To become the person I need to be."



Aim

Newdale Primary and Nursery school provides a welcoming, supportive learning environment with a strong level of community and parental support. It is a place where everyone enjoys reaching their potential and gets excited about their next steps and future.

Reviewed September 2020
Next review September 2021

Life Learning (PSHE)

As a school, we have decided to refer to PSHE as 'Life Learning' with both children and staff. It was felt that 'Life Learning' is more relatable for children, especially those in EYFS and KS1 and, due to the alliteration in the name, easier for them to remember.

As part of the National Curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for "life in modern Britain". As well as teaching standalone Life Learning lessons (see appendix 1), we have embedded PSHE/SMSC objectives across the curriculum (see appendix 2), which are taught in a cross-curricular way, with the aim to help children become well-rounded British citizens and build on their 'Cultural Capital'.

Working hand-in-hand with our Life Learning units and SMSC coverage, is RSE and RE. For our Relationship Sex Education and Religious Education coverage, please refer to the whole school subject maps for these subjects.

Spiritual, Moral, Social and Cultural Development

Our Values: Friendship, Peace, Beliefs, Freedom, Independence, Perseverance, Caring, Responsibility, Respect, Honesty and Reflecting.

At Newdale, we are passionate about ensuring that our children are secure in knowing the values that make the world a great place to live. Every month, we focus on a different value. This is celebrated through a school canvas created by a different selection of children to display in school. Work in assemblies and class is carried out centred around the value of the month to provide opportunities for this value to be instilled into the ethos of the school. Every class displays the values so that they can be shared and referred to frequently. Parents are kept informed of the values through a monthly letter providing suggestions of ways to explore the value at home. It is also shared on the school website and social networking sites.

Spiritual, Moral, Social; and Cultural development (SMSC) at Newdale Primary.

Whilst each area is outlined separately there is a great deal of overlap between the four areas.

Spiritual Development:

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.

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

At Newdale Primary we encourage children to develop:

- ✓ An awareness and understanding of own and others beliefs
- ✓ A respect for themselves and for others
- ✓ A sense of empathy with others, concern and compassion
- ✓ An appreciation for the Intangible, e.g. beauty, truth, love, mystery.
- ✓ Awe and Wonder
- ✓ Collective worship

Moral Development:

At Newdale Primary we believe that a morally aware pupil will develop a wide range of skills.

Pupils' moral development is shown by their:

- 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
- Understanding of the consequences of their behaviour and actions
- 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.

We encourage children to develop:

- ✓ An ability to distinguish right from wrong based on a knowledge of the moral codes of their own and other cultures.
- ✓ An ability to think through the consequences of their own and others actions.
- ✓ A willingness to express their views on ethical issues and personal values

- ✓ A respect for others needs interests and feelings as well as their own.
- ✓ A desire to explore their own and others views.
- ✓ An ability to review and adjust their behaviour to different situation in light of experience.

At Newdale the staff and children all work together to create a friendly, safe environment for everyone to work in. To help and promote this ethos we all follow the SMART code.

SMART CODE

Speak politely and listen carefully 

Make school enjoyable for everyone 

Act safely  

Respect and care for each other 

Tell someone your worries  

Social Development:

At Newdale Primary school, pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils 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 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.

We encourage children to develop:

- ✓ Adjusting to a range of social contexts by appropriate behaviour.

- ✓ Ability to relate well to others social skills and personal qualities
- ✓ Working successfully as a member of a group or team
- ✓ Shared views and opinions with others and work towards a common goal.
- ✓ Ability to reflect on their own contribution to society and school-life.
- ✓ Respect for people, living things, property and the environment.
- ✓ Exercise responsibility.
- ✓ Participate in extended after school activities.

Cultural Development:

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

We encourage children to develop:

- ✓ An ability and understanding of their own cultural values.
- ✓ An understanding of the influences that have shaped their own cultural heritage.
- ✓ An ability to appreciate cultural diversity and respect other people's values and beliefs.
- ✓ Openness to new ideas.
- ✓ An ability to use language and understand images/icons e.g. in music, art, RE and literature - which have significance and meaning in a culture.
- ✓ A regard for the heights of human achievement in all cultures and societies.
- ✓ An appreciation of the diversity and interdependence of cultures.

British Values:

Here at Newdale, we equip children with the skills and knowledge to prepare them for life in modern Britain. In order to do this, children are taught the importance of British Values, different religious beliefs, relationships (RSE), making healthy life style choices and SMSC in their community and in the wider world. At Newdale, these subject areas all fall within the subject area of 'Citizenship' (previously referred to as PSHE). We know that by providing all children with these skills, it will successfully enable them to be positive British Citizens.

The Department of Education reinforced that all schools are required to ensure that key 'British Values' are taught to pupils. The Government set out its definition of British values in the 'Prevent Strategy.' These values are democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Newdale Primary school, these values are reinforced regularly and in the following ways:

Democracy: Children have the opportunity to have their voices heard through our active School Parliament and through regular pupil questionnaires. The elections of school council members for each class are based solely on pupil choice. Other opportunities include visits from local Members of Parliament as well as annual residential visits to The Houses of Parliament.

The Rule of Law: Throughout the school day, the importance of laws, are consistently reinforced. These may, for example, be using the SMART Code to deal with behaviour or as part of an assembly theme. Our children are taught the value and reasons behind laws that govern and protect us, the responsibility that this involves and the consequences when laws are broken.

Individual Liberty: When in school, our pupils are encouraged to make choices, knowing that they are in a safe and supportive environment. We encourage our children to know, understand and exercise their rights as children and when they enter adulthood.

Mutual Respect: Our school ethos and Behaviour Policy revolves around core values such as 'respect' and children have been part of discussions and assemblies related to what this means and how it is shown.

Tolerance of those of Different Faiths & Beliefs: This is achieved through enhancing our children's understanding of their place in a culturally diverse country and by giving them opportunities to experience such diversity such as through assemblies and visits to places of worship. Pupils and their families of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

In the light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

Offering a creative curriculum, through which we will be preparing children for the opportunities, responsibilities and experiences of later life in modern Britain. The curriculum

will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those for people with different faiths and beliefs.

Class teachers at Newdale ensure objectives of the curriculum are being met but try to personalise and make learning relevant to their children.

Celebrations and achievements are shared at Newdale of all kinds.

Experiencing fascination, awe and wonder such as Forest schools, Visits, Visitors to school and Assemblies

Participating in collective worship daily.

Pupil voice is promoted by a School Council and Pupil Learning Forum. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life.

Appendix 1 – Life Learning (PSHE) Whole School Coverage

'Life Learning' (PSHE) Whole School Coverage

As part of the National Curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for "life in modern Britain". As well as teaching standalone Life Learning lessons (see overview below), we have embedded PSHE/SMSC objectives across the curriculum, which are taught in a cross- curricular way, with the aim to help children become well-rounded British citizens and build on their 'Cultural Capital'.

For our Relationship Sex Education and Religious Education coverage, please refer to the whole school subject maps for these subjects. As well as individual subject maps for these topic areas, we have subject specific documents which show how we address SMSC throughout the curriculum e.g. SMSC in Literacy.

Unit Themes		Health and Wellbeing	Relationships	Living in the Wider World
Please note that where there appears to be less unit themes addressed, that these are part of other aspects of the curriculum e.g. EYFS 'Safety First' will be covered in 'People who help us'.				
Nursery <i>(NB. there are no Twinkl units for EYFS)</i>	Unit	All about me	Who is in my family?	Good and bad choices
	Themes	<ul style="list-style-type: none"> Family Friends Interests 	<ul style="list-style-type: none"> Family make-ups Similarities and differences 	<ul style="list-style-type: none"> Making good choices Making bad choices Being a kind friend
Reception <i>(use untaught Y1 units)</i>	Unit	Aiming High	Be Yourself	Team
	Themes	<ul style="list-style-type: none"> Star qualities Positive learners Bright futures Jobs for all Going for goals 	<ul style="list-style-type: none"> Marvellous me Feelings Things I like Uncomfortable feelings Changes Speak up 	<ul style="list-style-type: none"> Together everyone achieves more Listening Being kind Bullying and teasing Brilliant brains Making good choices
Year One	Unit	My Body	Britain	Money Matters
	Themes	<ul style="list-style-type: none"> My Body, my business Active and asleep Happy healthy food Clean as a whistle Can I eat it? 	<ul style="list-style-type: none"> My school My community My neighbourhood My country British People 	<ul style="list-style-type: none"> Money Keep it safe Save or spend? Want or need? Look after it

Twinkl schemes of work adapted to suit the needs of the school

			<ul style="list-style-type: none"> • What makes me proud of Britain? 	<ul style="list-style-type: none"> • Going shopping
Year Two	Unit	Think Positive	Respecting Rights	VIPS
	Themes	<ul style="list-style-type: none"> • Think happy, feel happy • <u>It's</u> your choice • <u>Go-Getters</u> • Let it out • Be thankful • Be mindful 	<ul style="list-style-type: none"> • Rights • Protecting our rights • Respecting others • <u>Everybody's</u> different • Is it fair? • Taking part 	<ul style="list-style-type: none"> • Who are your VIPS? • Families • Friends • Falling out • Working together • Showing you care
Year Three	Unit	Be Yourself	Aiming High	Britain
	Themes	<ul style="list-style-type: none"> • Pride • Feelings • Express yourself • Know your mind • Media-wise • Making it right 	<ul style="list-style-type: none"> • Achievements • Goals • Always learning • Jobs and skills • No limit • When I grow up 	<ul style="list-style-type: none"> • Living in Britain • Democracy • Rules, Laws and Responsibilities • Liberty • Tolerance and respect • What does it mean to be British?
Year Four	Unit	Safety First	Think Positive	VIPS
	Themes	<ul style="list-style-type: none"> • New responsibilities • Risks, hazards, and danger • Under pressure • Road safety • Dangerous substances • Stay safe online 	<ul style="list-style-type: none"> • Happy minds- happy people • Thoughts and feelings • Changes • Keep calm and relax • <u>You're</u> the boss • Always learning 	<ul style="list-style-type: none"> • Making friends • Staying friends • Is this a good friend? • Falling out • Bullying • Anti-bullying
Year Five	Unit	Money Matters	Britain (Parliament trip link)	<u>It's</u> My Body
	Themes	<ul style="list-style-type: none"> • Critical consumers • Value for money • Budgeting • Borrowing and saving • Money in the wider world 	<ul style="list-style-type: none"> • Identity • Communities • Respecting the law • Local government • National government 	<ul style="list-style-type: none"> • Your body is your own • Sleep well, be well • Taking care of our changing bodies • Harmful Substances

Twinkl schemes of work adapted to suit the needs of the school

			<ul style="list-style-type: none"> • Making a difference 	<ul style="list-style-type: none"> • How we think and feel about our bodies • Healthy choices
Year Six	Unit	One World	Safety First	Growing Up- RSE unit
	Themes	<ul style="list-style-type: none"> • Global citizens • Global warming • Energy • Water • Biodiversity • In our hands 	STAR Programme Crucial Crew	<ul style="list-style-type: none"> • Changing bodies • Emotional changes • Just the way you are • Relationships • <u>Let's</u> talk about sex • Human reproduction

PSHE themes are also addressed through:

- Themed weeks: British Values Week, Share Aware Week, Healthy Lifestyles Week, Expect Respect Week
- Themed days: E-Safety day
- School/classroom environments
- Pupil/staff conduct
- Assemblies
- Value of the months
- In RSE and RE lessons
- In a cross curricular way as part of how we embed SMSC across the curriculum*

**see specific SMSC subject maps for how this is addressed*

Please note that our DEN provision will select appropriate units depending on ages/ability of current children within the provision.

Appendix 2- An example of an SMSC Subject Map

SMSC within English – Coverage and Progression Map (Spring Term)



<p>Spiritual Development (Sp)</p> <ul style="list-style-type: none"> ➤ To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in. ➤ To show respect for different people's faiths, feelings and values. ➤ To demonstrate a 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. <p>Moral Development (M)</p> <ul style="list-style-type: none"> ➤ To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England. ➤ To show an understanding of the consequences of their behaviour and actions. ➤ To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. <p>Social Development (So)</p> <ul style="list-style-type: none"> ➤ To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. ➤ To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively. ➤ To demonstrate 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. <p>Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.</p> <p>Cultural Development (C)</p> <ul style="list-style-type: none"> ➤ Cultural ➤ To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain. ➤ To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. ➤ To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities. ➤ To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent 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. 	
Nursery	<ul style="list-style-type: none"> ➤ Mark making in role play areas shop, 3 bear's house and bear cave. (So/M/C)
The Den	<ul style="list-style-type: none"> ➤ London – What is and where is our capital city? (Sp, So, C) ➤ Transport, link to D&T. Making and writing about their own creations (Sp, Mo) ➤ The Great Fire of London c/d History (Sp, Mo, So, C) ➤ Role play area Chinese restaurant, (So, M, C, Sp)
Reception	<ul style="list-style-type: none"> ➤ People who help us: Non-fiction writing regarding the different emergency services who help us. (So/M) ➤ Recount: Visits from the Dental Nurse and Paramedics. (So/M) ➤ Role play areas: Police Station (right and wrong), Fire station (fire safety) and Doctors(staying healthy). (So/M) ➤ Having a healthy Diet and instructions about how to look after your teeth. (M/So) ➤ Cards: Mother's Day, Easter. (C/So) ➤ Reading: Shared Read texts about Chinese New Year, the emergency services, staying healthy and being different. (SMSC)
Year 1	<ul style="list-style-type: none"> ➤ London – What is and where is our capital city? London landmarks. (Sp, So, C) ➤ Transport, link to D&T. Making and writing about their own creations (fire engines) (design, make, evaluate). (Sp, Mo) ➤ The Great Fire of London c/d History (Sp, Mo, So, C) ➤ Role play area Bakery (writing orders/ receipts etc) (So, M, C, Sp)

SMSC within English – Coverage and Progression Map (Spring Term)



Year 2	<ul style="list-style-type: none"> ➤ Pirates next door – concentrating on challenging stereotypes SP, M, C ➤ Florence Nightingale SP, M ➤ Gregory Cool (C, So)
Year 3	<ul style="list-style-type: none"> ➤ Myths and Legends (C) ➤ Narrative – Pompeii (Sp) ➤ Report - Pompeii (M)
Year 4	<ul style="list-style-type: none"> ➤ Non-chronological report- industrial revolution – Child labour/working conditions (m/so/c) ➤ Nature Haikus- Sp ➤ Narrative linked to The Giant’s Necklace. Right and wrong (m/c) ➤ Share aware work - SMSC ➤ Myths and Legends- culture/awe and wonder ➤ Non-fiction – States of matter/The Water Cycle – awe and wonder ➤ Reflecting on own work/strengths etc. ➤ Guided Reading- discussing opinions/ideas
Year 5	<ul style="list-style-type: none"> ➤ Performance poetry linked to British Values–social skills, working together (So). ➤ Performance poetry –comparing classic and contemporary poetry (C). ➤ British values- Democracy. Trip to Parliament (SMSC) ➤ British authors –Harry Potter (C). ➤ Newspaper reports based on refugee crisis (SMSC)
Year 6	<ul style="list-style-type: none"> ➤ Great Expectations – Victorian society – different classes (Sp) (M) (C) ➤ Victorian Crime and Punishment vs Modern day punishment (Sp) (M) (c) ➤ Highwayman – Death and Suicide, Crime and Punishment, Class system (M) (C) ➤ Non Fiction – Impersonal and Personal Writing – Use of standard and non-standard English, formal vocabulary (Sp) (C) ➤ Holes Fiction – American Crime and Punishment (M) (Sp) (So) (C) ➤ Poetry- Spider and the Fly. (M) (Sp) (So) (C)