



**Pastoral Care,  
Personal, Social, Health and Economic Education (PSHEE),  
Personal, Social and Emotional Development (PSED),  
and  
Relationships Education (RE)  
Policy  
(including British Values, Citizenship, Spiritual, Moral, Social and Cultural  
(SMSC) Development)**

Date	Review Date	Headmistress	Proprietor
January 2021	January 2024	Miss Danica Belzer	Mr Brian Berkery

## Introduction

At Broadhurst School, we recognise that children’s personal development plays a significant part in their ability to learn, thrive and achieve. We believe that the teaching of PSHEE, PSED, RE and citizenship is essential to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives. We acknowledge that our modern society is complex and ever changing. As children develop and mature, they become informed, active and responsible citizens. This includes respect for the fundamental British Values of democracy, the rule of law as applied in England, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It also includes opportunities for children to explore their own values and beliefs, and those of others. The personal development of pupils spirituality, morality, social skills and culture plays a significant part in their ability to embrace diversity and gain appreciation for the richness of nationalities, faiths and languages in our society.

All staff in teaching and non-teaching positions are involved in the pastoral care of all pupils in the school and do their best to set an example to the children through their own behaviour. The class teacher is the first point of contact for pupils and teachers develop warm, approachable and open relationships with children in their class. Teachers have responsibility for the overall welfare of each child in her class. Staff communicate regularly, informally and formally at staff meetings. The class teacher has most contact with the parents of her class and seeks to keep regular communication with parents through formal and informal channels. The Assistant

Teachers contribute greatly to the pastoral life of the school and take responsibility for their role in pastoral role.

The school is committed to the training and support of new staff through its programme of Induction. Ongoing support of existing staff is provided through a variety of INSET/staff meetings on important issues relating to the welfare of children. Staff undergo annual internal safeguarding training and update their safeguarding training every three years. Staff have also completed Prevent training.

## **Aims and Objectives**

We aim to help children develop as individuals, as members of the school and wider communities. Basic rules and skills for keeping themselves healthy, safe and well behaved are taught in cross-curricular situations. The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy, its aims, ethos, attitudes and values. All contribute to the personal, social and emotional development of children and pastoral care in the school.

### **We aim to:**

- to give children the knowledge and understanding they need to lead confident, healthy, independent lives
- to enable children to reflect on their own experience and understand how they develop personally and socially, creating an understanding of what is right, what is wrong and why and to respect the civil and criminal law of England
- to develop children's confidence and responsibility to make the most of their abilities thereby increasing their self-esteem
- to explore the spiritual, moral, social and cultural issues that are part of growing up and encourage children to develop good relationships with respect for the differences between people in relation to their individual needs, views, cultures and beliefs
- to begin to understand the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them (RE).
- to begin to be aware of their responsibilities, rights and duties as individuals and members of communities and take their place in a wide range of roles in preparation for adult life
- to develop an understanding of health and safety issues affecting their lives and develop a responsible attitude towards the environment
- to ensure the smooth transition of children into school life, between year groups and receiving schools
- to encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- to encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- support the learning, behaviour and welfare of all pupils.
- scaffold and support friendships and social relationships/behaviour

- promote moral and spiritual values through the quality of relationships between pupils and between pupils and staff. The commitment to the care of others remains paramount to the ethos of the school.
- nurture self-esteem. We recognise that each and every pupil arrives at the school with potential and must be able to succeed in our environment.
- recognise that all the pupils in our care are individuals and that each pupil and their parents are entitled to specific, focussed support, which is adapted at every stage of their development according to their needs. Foster an environment where all pupils feel known, valued, cared for, safe, liked and respected.
- offer sympathetic and supportive guidance to all pupils.

## **Teaching and Learning**

PSHEE, RE, British Values, SMSC and Citizenship will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- weekly PSED circle time
- discrete curriculum time and spontaneous discussions as the need arises
- specific topics and circle time
- through and in other curriculum areas, for example, curriculum content, class trips and visitors which deliver a range of experiences

All adults will model and promote expected behaviour, treating all people as valued individuals and showing respect for everyone. Children should understand the need for rules and our classroom rules should promote and reward acceptable behaviour and promote opportunities to celebrate children's work and achievements.

A commitment to Equal Opportunities will be built into all aspects of PSHEE, RE & British Values, SMSC and Citizenship. This will be ensured by provision for SEN/EAL/G&T children, resources used, explicit teaching about discrimination and stereotyping, promoting respect for others, a positive school ethos and celebrating cultural diversity.

The teaching methods employed will vary according to the age, ability and experience of the children and the concept being taught. Cross-curricular themes form an integral part of the social and personal development of the children and will be included in all topics, as we pursue suitable opportunities to discuss PSHEE, RE, British Values and SMSC issues as often as possible. These may include:

- listening and talking to each other, agreeing and disagreeing
- working co-operatively, taking turns and sharing equipment
- circle time
- clear system of rewards and sanctions, celebrating success
- drama, stories and role play
- visits from parents, members of the local community and outside agencies to talk about different countries, cultures etc.
- School trips
- charity fund raising events
- encouraging the children to behave appropriately at snack and lunch times
- taking responsibility – snack person, class captains/monitors/helpers

- encouraging team work – parachute games, P.E. games
- opportunities to listen/learn new songs from different cultures
- developing strong home-school partnerships to enable parents and teachers to work in an effective partnership to support the children
- awareness of recycling and looking after the environment
- developing a sense of belonging

As part of the Early Years Foundation stage, Personal, Social and Emotional Development is one of the prime areas of learning. As appropriate and as the need arises, teachers will support children to:

- talk about their feelings and personal experiences.
- talk about difficult events, e.g. bullying, death etc.
- share thoughts and feelings with other people.
- consider the needs and behaviour of others.
- show empathy.
- develop their capacity for critical and independent thinking
- develop self-esteem and respect for others.

Relationships Education is integrated into the PSED Scheme of Work which is taught in weekly circle times. Themes include how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy and space.

Respect for others, boundaries and negotiations in play, resilience and perseverance are all fostered within the school and children are nurtured to develop honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. The features of healthy friendships, family relationships and other relationships which young children are likely to encounter are taught with sensitivity to ensure that there is no stigmatisation of children based on their home circumstances. Teaching is well-judged based on knowledge of pupils and their circumstances.

One of the features of the school's online safety strategy is teaching children to protect themselves and behave responsibly while online. Teacher's are aware of their responsibility in keeping children safe and ensuring they receive appropriate supervision and support whilst using the internet (see online safety and acceptable user policy).

The teaching of British Values lays alongside the teaching of all our curriculum.

The Department for Education defines British Values as follows:

- respect for democracy and support or participation in the democratic process
- respect for the basis on which the law is made and applies in England
- support for equality of opportunity for all
- support and respect for the liberties of all within the law
- respect for and tolerance of different faiths and religions and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative,

unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

SMSC is promoted through a caring compassionate and fair environment within which all children are valued and enabled to flourish. We facilitate this by fostering the values of friendship, kindness, respect, responsibility and creativity. Children are encouraged and supported to explore, try new things, concentrate, have their own ideas and show pride in their work and achievements. Children at Broadhurst School develop a sense of belonging and cultural festivals are celebrated throughout the year.

Every opportunity should be used, where appropriate, to discuss PSHEE, RE & British Values, Citizenship and SMSC issues as they arise.

Pastoral Care provision includes:

Well-run PSHEE/PSED/Citizenship sessions and circle times give children a great sense of support from both the teacher and their peers. Children in Reception participate in 'Love and Light' each week.

Staff knowledge of children's backgrounds and experiences including 'My Unique Child' questionnaires, conversations with children at playtimes and lunch times, conversations with parents and carers.

Enquiring about and having an interest in children's interests, strengths weaknesses, goals, aspirations etc. – developing trusting relationships

Support children to face challenges and build confidence

School-Home communication/partnerships

Class rules and class displays to reflect school values and expectations of children e.g. British Values Display

Individual Health Care Plans as required

EAL/SEND provision/IEPs as necessary

Charity events and school fundraisers to raise community spirit and social values

Activities/trips in the community e.g. Gunnersbury Park, Hampstead Heath, Supermarket or Green Grocers

School Policies – Code of Conduct, Behaviour Policy, Anti-Bullying Policy, Safeguarding Policy, Medicines Policy, Food and Hygiene Policies

Drama, Stories and Role Play

Parent visits to talk about different cultures and nationalities

Opportunities to take on responsibility e.g. snack helper

Developing strong parent partnerships

Developing a sense of belonging

Encouraging team work through games and circle times

Parents and guardians are crucial to pupils' health and wellbeing, learning and achievement. Good relationships and communication between the school and our parents are developed through:

- Parents are made to feel welcome in the school e.g. office area, celebrations of work and achievement (e.g. Parents visit 'Love and Light' in Reception), 'Open Door' policy to discuss problems etc.
- Parents are encouraged to be volunteers on school visits
- A wide range of documents on the school website

- School newsletters
- Reporting to parents about children’s personal development through formal and informal means
- Parents should feel able to share concerns about home circumstances or medical matters that might affect their child’s work or behaviour in school.

### **Assessment and recording**

The monitoring, assessment and evaluation of PSHEE and British Values and Citizenship is carried out in line with the School policies on reporting on the EYFS ELGs. However it is recognised that some aspects of PSHEE are difficult to monitor and can often only be assessed through the changing attitudes displayed by the children. These developments are noted in child observations and may be commented on by the class teacher in written reports to parents. PSHEE can be assessed via:

- ongoing observations (formal and informal), speaking and listening, between adults and children and between children
- evidence gathered through children’s work (written, photographic or pictorial)
- target setting for individual children and as a whole school

Class teachers monitor progress: Reports are sent home twice a year to parents, which comment on progress and informs them of topics covered. The School Profile is sent home at the end of each academic year.

### **Resources**

Resource materials for the delivery of the PSHEE, British Values and Citizenship curriculum are based on the specific requirements of each group, in terms of relevance to age, ability and content.

ICT and multi-media is made available to children when appropriate and relevant, visits and external speakers reinforce class work. Resources are reviewed and up-dated regularly.

### **Continuous Professional Development**

The School recognises the need for staff to develop skills, knowledge and confidence. We are committed to training.

<b>Headmistress:</b>		<b>Date:</b>	
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