



GESHER SCHOOL

ENGAGE EMPOWER EDUCATE

Personal Social Health and economic education (pshee) including spiritual moral social and cultural development (smc) and British values

2020-2021

Date	Review Date	Coordinator	Nominated Governor
October 2020	October 2021	Tamaryn Yartu	Kirsten Jowett

1. Learning for Life

PSHE education, British Values and SMSC all fall under the 'Learning for life' program at Gesher School.

'Learning for Life' incorporates:

- PSHE (Personal, Social, Health and Economics)
- SMSC (Spiritual, Moral, Social and Cultural)
- Jewish Ethos
- British Values – Democracy, Rule of Law, Individual Liberty and mutual respect for and tolerance of other faiths and beliefs or those without
- Protected Characteristics
- PREVENT

2. Introduction

This policy and programme of study identifies the key concepts and skills that underpin PSHE education in order to fulfil the statutory responsibility to support children's spiritual, moral, social, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. The policy and programme of study includes 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 school's values and aims underpin this policy.

Gesher's ethos will foster a culture of respect, kindness and understanding. Our philosophy is based on four key propositions:

- The importance of relationships in the education of young people
- The importance of a holistic approach to the education of young people
- The importance of building resilience in young people
- The importance of responding to each young person's needs and aspirations

At Gesher Primary School we regard PSHE as an important, integral component of the whole curriculum. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society

- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life
- Provides information about keeping healthy and safe, emotionally and physically
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, the strategies we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying and negotiation
- career, including enterprise, employability and economic understanding

3. Programme of Study

Personal, Social, Health and Emotional Education:

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum, but can be linked to all aspects of the curriculum.

PSHE is about making connections and is strongly linked to learning through play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing (PE, going out to play) feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy

a range of activities. The children are given opportunities to engage in social activities, as members of a small group or whole school activities, such as weekly Learning for Life Assemblies, Anti bullying week and Health and Well-being week.

In KS1 and KS2 we follow Gesher Schools adapted National Curriculum Scheme of work. This is based on the following three core themes within which there is broad overlap and flexibility:

- Health and Wellbeing
- Relationships
- Living in the Wider World

PSHEE education is a planned developmental programme of learning through which the children will acquire the knowledge, understanding and skills that they need to manage their lives now and in the future. As part of a whole school approach, PSHEE education develops the qualities and attributes that children need to thrive as individuals, family members and members of society.

PSHEE education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, for example to secondary school, as well as positive learning and wellbeing. A critical component of PSHEE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHEE education contributes to personal development by helping children to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to shape their identities, to understand and accommodate difference and change, to manage their emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help children to form and maintain good relationships, develop the essential skills to better enjoy and manage their lives.

Protective characteristics will be taught throughout the curriculum to all year groups in an age appropriate way

Reception

<p>To recognise what they like and dislike.</p> <p>To think about themselves.</p> <p>To learn from their experiences.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>About growing and changing and new opportunities and responsibilities that increasing independence may bring the names for the main parts of the body.</p> <p>The similarities and differences between boys and girls</p> <p>The difference between secrets and surprises and understanding not to keep adults' secrets.</p> <p>Who to go to if they are worried and how to attract their attention.</p>	<p>To communicate their feelings to others.</p> <p>To recognise how others, show feelings and how to respond.</p> <p>To recognise how their behaviour affects other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>That they belong to various groups and communities such as family and school</p>
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KS1

What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

To recognise what they like and dislike.

How to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

To think about themselves, to learn from their experiences.

To recognise and celebrate their strengths and set simple but challenging goals.

About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.

About change and loss and the associated feelings (including moving home, losing toys, pets or friends).

The importance of and how to maintain personal hygiene.

How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.

To communicate their feelings to others.

To recognise how others, show feelings and how to respond.

To recognise how their behaviour affects other people.

The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.

To recognise what is fair and unfair, kind and unkind, what is right and wrong.

To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

To offer constructive support and feedback to others.

To identify and respect the differences and similarities between people.

To identify their special people (family, friends, carers), what makes them special and how special

How to contribute to the life of the classroom.

To help construct, and agree to follow, group and class rules and to understand how these rules help them.

That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).

That they belong to various groups and communities such as family and school.

What improves and harms their local, natural and built environments and about some of the ways people look after them.

That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

About the role money plays in their lives including how to manage their money, keep it safe.

Choices about spending money and what influences those choices.

<p>About the process of growing from young to old and how people's needs change.</p> <p>About growing, changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>The names for the main parts of the body (including external genitalia).</p> <p>The similarities and differences between boys and girls.</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT.</p> <p>About people who look after them, their family networks.</p> <p>Who to go to if they are worried and how to attract their attention.</p>	<p>people should care for one another.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>That there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	
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KS2

To talk and write about their opinions, and explain their views, on issues that affect themselves and society

To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

To recognise, as they approach puberty, how people's emotions change at that time and how to

Deal with their feelings towards themselves, their family and others in a positive way

About the range of jobs carried out by people they know, and to understand how they can develop

Skills to make their own contribution in the future

To look after their money and realise that future wants and needs may be met through saving.

That their actions affect themselves and others, to care about other

To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

To resolve differences by looking at alternatives, making decisions and explaining choices

What democracy is, and about the basic institutions that support it locally and nationally

To recognise the role of voluntary, community and pressure groups

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

Take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]

Feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]

Participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]

Make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket

<p>people's feelings and to try to</p> <p>See things from their points of view</p> <p>To think about the lives of people living in other places and times, and people with different values and customs</p> <p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p> <p>To recognise and challenge stereotypes</p> <p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability where individuals, families and groups can get help and support</p> <p>To research, discuss and debate topical issues, problems and events</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and</p>	<p>To explore how the media present information.</p> <p>What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> <p>That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p> <p>About how the body changes as they approach puberty</p> <p>Which commonly available substances and drugs are legal and illegal, their effects and risks</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help.</p>	<p>money and contributions to charities]</p> <p>Meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]</p> <p>Develop relationships through work and play [for example, taking part in activities with groups that have needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]</p> <p>consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]</p> <p>find information and advice [for example, through helplines; by understanding about welfare systems in society]</p> <p>Prepare for change [for example, transferring to secondary school].</p>
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how to take part in making and changing rules		
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4. Spiritual, Moral, Social and Cultural Development

Spiritual Development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view and either ends or continues in some form when we die. It is about the development of a children 'spirit'. Some may call it a pupil's 'soul'; others as development of 'personality' or 'character'.

It involves:

- the development of insights, principles, beliefs, attitudes and values which guide and motivate us;
- a developing understanding of feelings and emotions which cause us to reflect and to learn;
- a developing recognition that insights, principles, beliefs, attitudes and values influence, inspire or guide us in life

Gesher Primary School encourages children's spiritual development by:

- giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others;
- giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all children can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which value children' questions and give them space for their own thoughts, ideas and concerns;
- enabling children to make connections between aspects of their learning and encouraging children to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'

Children who are spiritually aware are likely to be showing some or all of the following characteristics:

- a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour;
- awareness and understanding of their own and others' beliefs;
- a respect for themselves and for others;
- sense of empathy with others, concern and compassion;
- an ability to show courage in defence of their beliefs;
- a readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- an appreciation of the intangible - for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- a respect for insight as well as knowledge and reason;
- an expressive and/or creative impulse;
- an ability to think in terms of the 'whole'- for example, concepts such as harmony, inter-dependence, scale, perspective; and understanding of feelings and emotions and their likely impact.

Moral development is the building of moral values which regulate personal behaviour through teaching and promoting the principles of right and wrong rather than through reward or fear of punishment.

It involves:

- extending children's knowledge and understanding of the range of accepted values in society;
- developing relevant skills and attitudes such as decision-making, self-control, consideration of others and having the confidence to act in accordance with one's principles and thinking through the consequences of actions;
- promoting, at an appropriate level, an understanding of basic moral philosophy and the skills of analysis, debate judgement and application to contemporary issues.

Gesher Primary School encourages children's ' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;

- promoting racial, gender, religious and other forms of equality, including sexuality;
- giving children opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- developing an open and safe learning environment in which children can express their views and practise moral decision-making;
- rewarding expressions of moral insights and good behaviour;
- highlighting breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school;
- modelling, through the quality of relationships and interactions, the principles which they wish to promote - for example, fairness, integrity, respect for persons, children' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and mores of the different cultures represented in the school and wider community;
- encouraging children to take responsibility for their actions- for example, respect for property, care of the environment and developing codes of behaviour;
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc.;
- monitoring in simple, pragmatic ways, the success of what is provided.

Children who are morally aware are likely to be showing some or all of the following characteristics:

- an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures;
- a confidence to act consistently in accordance with their own principles;
- 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;
- an ability to make responsible and reasoned judgements on moral dilemmas;
- a commitment to personal values in areas which are considered right by some and wrong by others a considerate style of life;

- a respect for others' needs, interests and feelings, as well as their own;
- a desire to explore their own and others' views;
- an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Social development is concerned with developing the skills and personal qualities necessary for living and functioning ineffectively in a multi-racial, multi-cultural society.

It involves:

- knowledge and understanding of society in all its aspects. This includes institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in the community.

Gesher Primary School encourages children's ' social development by:

- identifying key values and principles on which school and community life is based;
- fostering a sense of community, with common, inclusive values;
- promoting racial, religious and other forms of equality;
- encouraging children to work co-operatively;
- encouraging children to recognise and respect social differences and similarities;
- providing positive collective experiences - for example, through assemblies, team activities, residential experiences, school productions;
- helping children to develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence and self-respect;
- helping children to resolve tensions between their own aspirations and those of the group or wider society;
- providing a conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life e.g. school council where possible;
- providing opportunities for children to exercise leadership and responsibility;
- providing positive and effective links with the world of work and the wider community; monitoring in simple, pragmatic ways, the success of what is provided

Children who are becoming socially aware are likely to be developing the ability to:

- adjust to a range of social contexts by appropriate and sensitive behaviour;
- relate well to other people social skills and personal qualities;
- work successfully as a member of a group or team;
- share views and opinions with others and work towards consensus;
- resolve conflicts and counter-forces which militate against inclusion and unity;
- reflect on their own contribution to society and to the world of work;
- show respect for people, living things, property and the environment;
- benefit from advice offered by those in authority or counselling roles;
- exercise responsibility;
- appreciate the rights and responsibilities of individuals within the wider social setting;
- understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex society.

Cultural development is about helping children to:

- recognise, explore and understand their own cultural assumptions and values;
- embrace and understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures;
- develop a historical perspective by relating contemporary values to the processes and events that have shaped them;
- understand the evolutionary nature of culture and the processes and potential for change.

Gesher Primary School encourages children's ' social development by:

- providing opportunities for children to explore their own cultural assumptions and values;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures and addressing racism and promoting race equality;

- extending children' knowledge and use of cultural imagery and language;
- recognising and nurturing particular gifts and talents;
- providing opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance;
- developing partnerships with outside agencies and individuals to extend children' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- reinforcing the school's cultural values through displays, posters, exhibitions, etc.;
- auditing the quality and nature of opportunities for children to extend their cultural development across the curriculum;
- monitoring in simple, pragmatic ways, the success of what is provided

Children who are becoming socially aware are likely to be developing the ability to show:

- an ability to recognise and understand their own cultural assumptions and values;
- an understanding of the influences which have shaped their own cultural heritage;
- an understanding of the dynamic, evolutionary nature of cultures;
- an ability to appreciate cultural diversity and accord dignity to other people's values and beliefs, thereby challenging racism and valuing race equality;
- an openness to new ideas and a willingness to modify cultural values in the light of experience;
- an ability to use language and understand images/icons, for example, in music, art, literature which have significance and meaning in a culture;
- a willingness to participate in, and respond to, artistic and cultural enterprises;
- a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures;
- a regard for the heights of human achievement in all cultures and societies;
- an appreciation of the diversity and interdependence of cultures

5. Contribution of Curriculum Subjects to Children's Spiritual, Moral, Social and Cultural Development

English

- Creativity: the ability to create one's own world and make things happen in it
- Imagination: describing things that are not actually there
- Questioning: looking at the way words are used - why does punctuation matter? How does it make a difference?
- Appreciation: learning to value what others have written, the rhythm of words and sounds, reflection of beauty of language and its uses
- Expression: writing as a way of release of emotion and inner feelings or lifting children above everyday life in the world of the imagination
- Use of story to explore human frailty and insignificance; human values; human capacities for love, courage

Mathematics

- Recognition of pattern and relationship: the way numbers are organised, the regularity and order of numbers
- Questioning: what would happen if? Does the regularity of numbers imply an organiser behind it all?
- Open ended exploration, leading to the idea of infinity -! symbols, one thing representing something else, e.g. $-$, $+$, etc.

Science

- Sense of awe, looking at pattern in the natural world; pointing out to children that they are the first people to ever see inside this apple as it is cut open
- Excitement, at the sense of anticipation at the conclusion of an experiment or an investigation.
- Appreciation, at the wonder of the natural world, at the order and design found there
- Recognition of pattern and relationship, looking at life cycles and patterning in the natural world
- Questioning: how did the world begin, where did life start, how will it end?
- Awe at the vastness of space and the beauty and pattern in the universe; amazement of life: the human body

- Respecting all forms of human life

Information and Communication Technology

- Questioning: do computers matter more than people? Could we manage without them? Do they have the capacity for good and evil?
- Appreciation, acknowledgement of the time saved by the use of computers and the speed at which they work
- Relationship between humankind and machine

Physical Education

- Personal challenge: trying to learn new skills, or to go that little bit further, or faster, or for a longer time than before
- Appreciation: recognising the skills and abilities of others
- Questioning to examine issues such as:
 - Why there are rules for games?
 - Does it matter if you cheat as long as you win?
 - Do we all have to play to the same rules?
 - Does there have to be a referee/umpire etc.?
- Team spirit: recognising that working together and co-operating are necessary if the team is to win

History

- Empathy, imagination, putting oneself in the place of someone in history
- Realisation of one's place in the wider context, understanding that as well as being part of a community physically, each person is part of a continuum of history - they are tomorrow's history
- Realising how short our lives are on the scale of human history; concept of time and our part in it
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- Impact of times past on the present
- Questioning: does what happened in the past have any impact on my life today?
- Sense of wonder, finding out what life was really like in times gone past by visiting an ancient building, holding an ancient artefact

Geography

- Awe: at the sights in the natural world, mountains, waterfalls, the sea, deserts, etc.
- Recognition of cause and effect, discovering that the way one group of people lives has an effect on others
- A sense of community, environmental issues, both locally and globally
- Questioning: how should I live my life? Do I see myself as part of the 'family of mankind'?
- Self-awareness on a global perspective- a sense of place
- Beauty of landscape
- Interdependence and responsibility

Music

- Appreciation: responding to music, describing how it affects emotions. Also, appreciation of the skill of others as they perform
- Recognition of pattern, looking at harmony, chords, rhythm, tempo, etc.
- Imagination: discovering the pictures that different music conjures up in one's mind
- Creativity, composing music
- Questioning: why do some people react differently to different pieces of music?
- How does it make us feel: how it moves us, conveys emotions and experience?
- Experience of participating and expressing oneself (feeling)

Design and Technology

- Creativity: devising a unique solution to a problem
- Imagination: thinking about different ways to change something
- Recognising that we have the potential to make something better for others...unselfish pleasure
- Questioning: what do we 'value' in the world? Does it mean any more if you have made something yourself, or bought a mass produced object? How can an object tell a story?

- Appreciation: valuing what others have made, their skills, and learning to appreciate one's own skills and abilities

Art

- Imagination: depicting things that are not physically present
- Creativity: exploration with varied materials and techniques
- Appreciation: recognising worth in other people's work. Examining response to a piece of work and questioning why it makes you feel that way
- Expression of inner feelings: inward eye (Blake)
- Exploring the spiritual insights of others through art

Religious Education

- Empathy: learning about people's customs and beliefs that are different to our own
- Respect and tolerance, as children discover that people have a right to hold beliefs that are different from their own
- Questioning: does what people believe have any effect on how they live their lives How? Does it matter what I believe in?

6. British Values

In addition to our Jewish values, we aim to promote British values at Gesher School. We do this to ensure our pupils leave school prepared for life in modern Britain.

The Key British Values are:

- **Democracy**
- **Rule of law**
- **Individual liberty**
- **Respect and tolerance of those of different faiths and beliefs**

Gesher School reflects these values in all that we do. We nurture our children on their journey through life so that 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 school, the local community and wider world.

Aims

Taking into account the individual needs of our children, we aim to:

- enable our children to develop their self-knowledge, self-esteem and self-confidence;
- enable our children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage our children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable our children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- 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;
- prevent the promotion of partisan political views in the teaching of any subject in the school; and
- take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of children, they are offered a balanced presentation of opposing views

How do we do this?

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its laws.

We teach these British values through assemblies, class trips and visits, visiting speakers, our curriculum, in school elections and community links.



Democracy

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Teach pupils the history of democracy, such as through different events and celebrations for example: Black history month, inspirational women in history
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Hold 'mock elections' so pupils learn how to argue and defend points of view (KS2)
- Help pupils to express their views, through PSHEE lessons and Circle Time



Rule of law

- Ensure school values and expectations are clear and fair
- Create a Class Charter in each class by the pupils, linked to our school's core values
- Use of praise and reward to promote positive consequences
- Use of sanction to encourage pupils to take ownership of own behaviour
- teach children to distinguish right from wrong, drawing parallels between rule breaking and behaviour management at school and in society generally

- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from people from the community involved in the law. Eg. Police



Individual liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Strong focus on pupils developing own self-discipline by replacing rules with values - supporting children to adopt them independently
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture – The Gesher School Kindness code has been created and can be accessed by all children in the event of bullying
- E-Safety lessons during ICT
- The extra-curricular activities on offer encourage pupils to take opportunities to follow their interests in art, music, sport, reading etc.



Respect and tolerance

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life, through the PSHEE curriculum and Jewish

Studies curriculum

- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith and other communities, working alongside children and their families
- Learning to disagree in a respectful way
- Develop critical personal thinking skills

7. Assemblies are held as follows:

Assemblies are an important part of the school's ethos and an opportunity to develop further PSHEE, an understanding of British values and SMSC.

Assembly Themes

The co-ordinator is responsible for organising the assembly themes. Themes include festivals and celebrations and current topics. The following are examples of assembly themes.

8. Key responsibilities for PSHE

The Learning for Life Coordinator will:

- Annually reviewing and updating this policy;
- Liaising with staff;
- Purchasing and organising resources within the allocated budget;
- Attending relevant training; updating staff and organising appropriate training;
- Co-ordinating the assembly rota;
- Organising displays linked to PSHEE;
- Monitoring the implementation of this policy;
- Writing a PSHEE section in the weekly newsletter to parents;
- Organising parent workshops linked to PSHEE topics;
- Reporting to governors.

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding PSHE, SMSC and British Values
- Attend and engage in professional development training around PSHE, SMSC and British Values provision, including individual and whole staff training/inset, where appropriate
- Attend staff meetings or INSETS to be introduced to any new areas of work and review the effectiveness of the approaches used
- Report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE, SMSC and British Values provision
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone

All Governors will:

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for the Learning for Life programme who works closely with, and in support of, the lead member/s of staff. When aspects of Learning for Life appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

Pupils will:

Pupils' involvement in the development of the PSHE curriculum is intrinsic to an effective PSHE programme. In our school we provide opportunities for this through;

- Class charters
- Pupil surveys
- PSHE lessons
- Learning for Life Assemblies

All pupils;

- Should support one another with issues that arise through PSHE
- Will be encouraged to listen in class, be considerate of other people's feelings and beliefs,

- Will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise

Parents/carers will:

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- Keeping parents/carers informed about aspects of the PSHE curriculum, through this policy
- Gathering parent /carers' views on their children's PSHE developments and take these into account when it is being reviewed
- Providing access to information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through newsletters, websites, Seesaw posts and communication
- Expecting parents/carers to share the responsibility of PSHE and support their children
- Encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- Providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

9. Cross References with other Policies

- Child Protection and Safeguarding Policy including Prevent and e-safety
- Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Curriculum Policy