

PHYSICAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHEE) and SPIRITUAL, MORAL & CULTURAL (SMC) POLICY



MONITORING: Deputy Head (Pastoral) to monitor
UPDATED: July 2018
REVIEW DATE: July 2019

A. Scope: This policy is for all staff and is applicable to all pupils.

B. Aims and Ethos of Learning for Life:

Our aim is that Caldicott boys should become confident young people through the provision of a first class education in a happy, safe and secure environment. Every child at Caldicott is given the opportunity to achieve his potential within a broad range of academic, cultural and sporting pursuits. The opportunities, responsibilities and experiences we provide help them prepare for later life.

Above all, we believe that our high ideals, excellent pastoral care and traditional family values help Caldicott to grow up happily and honourably, with self-respect, confidence and a strong sense of responsibility and consideration for others and the wider community. A consideration for others and an understanding of the world around us (its different religions and cultures) is central to the Caldicott ethos. The boys are encouraged to express their own opinions, and to know that their thoughts and feelings will be heard and respected.

The School promotes spiritual, moral, cultural, mental and physical development of pupils at the School and we are committed to maintaining our reputation as a caring, happy and creative school wherein each child is valued and encouraged to maximise all opportunities on offer.

We endeavour to do this by:

- providing a safe, secure environment;
- developing a sense of community in which staff and children respect one another and self-discipline and responsibility are important;
- creating, through example, an atmosphere where, not only excellence is valued but also commitment and effort;
- working to give children a love of learning and an enquiring mind;
- to promote pupil's spiritual, moral, social and cultural development throughout their school life.

- constantly evaluating what we do.
- helping children to understand that they have a part to play in the community and the wider environment including their impact upon it.
- preparing children for the next stage in their education and for a successful and happy life in the wider world.
- creating connections between Caldicott and the outside community, in an effort to develop the boys' understanding and empathy.

C. Practice

We achieve our aims through a number areas and approaches:

Christianity

In a general sense, Caldicott could be described as a Church of England school. Christian values are at the heart of what we believe in, and how we aim to live our lives. Children are taught Bible stories, and follow a Christian calendar throughout the year (Christmas, Easter, etc.). We are fortunate to be able to turn to James Paget, who is our experienced and highly respected Chapel Master. He often leads the School in prayer and advice in our own church services.

Religious Studies

Tolerance of all faiths and faiths different from one's own forms the bedrock of our Religious Studies curriculum. Religious Studies is followed throughout the School and within each year group, there is time spent studying Bible stories from the Old and New Testaments, world religions and contemporary Issues. The lives of significant personalities from the recent past are studied as well as organisations that have helped promote well-being in the world and world peace. Frequent educational visits are made to places of religious interest in our area, such as churches, cathedrals, temples and synagogues.

Religious and cultural awareness is encouraged through the celebration of different religious festivals, such as Diwali, hence creating an understanding of the impacts upon their peers' lives.

Caldicott does not discriminate against any cultures, religious beliefs or views. We actively promote a culture of religious and cultural understanding, awareness, respect and tolerance amongst both staff and pupils.

Assemblies

Assemblies are central to our week and there are always presentations from members of staff. This can take the form of a short talk, with a moral point, or through some role-play situations enacted by pupils. Often, an outside visitor may be invited to come and talk to the children about a charity or other current points of interest in the school.

Outside Speakers

The school invites outside agencies to visit and give talks to different groups within the school on a variety of important issues. These may be addressed to different age groups, to staff and to parents. Recent talks have included ones on Mental Health, by Dick Moore, and “Teenagers Translated” by Janey Downshire. Talks on substance abuse and internet safety are given by specialists each year, equally aimed at pupils, staff and parents.

Form Tutor Time and PSHEE Scheme of Work

Both form time and PSHEE schemes of work offer class teachers the opportunity to raise issues that relate specifically to their children, and the circumstances in which they find themselves. This can be as focused and obvious as circle time, or as subtle as reading a story that has in it a message that the teacher wants to convey. This is a crucial time for building up trust and positive relationships between teachers and pupils. In such a context, sensitive topics such as bullying, personal relationships and personal development can best be discussed avoiding prejudice-based language.

PSHEE main areas of study

The school offers age appropriate guidance on:

- Drug education
- Careers education
- Financial and Economic education
- Sex and relationship education
- The importance of physical activity and a diet for healthy lifestyle
- Citizenship
- Equality
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This is covered in a variety of methods including Assemblies, Science, PSHEE classes, outside visitors and form tutor time.

Topic studies

Through History, Geography and PSHEE topic studies, the children can learn about lives that are very different from their own, and more about the world, both past and present. They will learn about economic education and respect for other people, with particular regard to protected characteristics.

PSHEE is embedded in every possible subject, with teachers practising debates, experiments and talks where possible in their subjects. Evidence of this should be displayed in a central zone, to further consolidate the children’s understanding of the topic. PSHEE should absolutely not be treated a stand-alone subject, taught by only one teacher.

Extra-curricular Curriculum

We offer a wide range of after school activities including an opportunity for older children to complete their Prep.

Internet Safety

Internet Safety is taught during computing lessons and as part of PSHEE lessons. The older children are also encouraged to prepare and present their own opinions on internet safety.

Safeguarding

Pupils are taught an awareness of safeguarding issues and are given guidance on who to. They are reminded that Caldicott is a 'SHARING' school and they may speak with the Headmaster or staff member at any time without feeling it is wrong to do so. Mrs Dyer is 'the friend of Caldicott' and 'listener' for our pupils.

Privacy and personal space is emphasised, with time allocated to the 'PANTS Rule' in the Junior School. Age appropriate guidance on appropriate behaviour and how best to respond is given in the Senior School through PSHEE lessons. Children will better identify dangers posed to them and understand how to respond and where to seek help.

D. Spiritual, Moral, Social and Cultural Development

We actively promote **Fundamental British Values** as coined by the Prevent Strategy in 2011, and built upon by amendments to the Teaching Standards from 29 September 2014:

1. Democracy

- All children participate in the democratic process of voting for a member of our community to represent the class at School Committee.
- The principle of Democracy is also explored in an age appropriate fashion in History and RS lessons across the school, as well as in Assemblies.
- Decisions are made by majority voting which reflects accurately one of the corner stones of British culture.

2. The rule of law

- All our children are encouraged to explore and to devise laws which govern their behaviour both within the classroom and also in the wider community.
- Children are encouraged to explore the values and expectations behind the laws which govern and protect the UK and which are reflected in the Caldicott Code of Conduct.
- Our PSHEE curriculum covers a variety of aspects including rights & responsibilities, drugs awareness and how to keep yourself safe.
- All year groups participate in a range of transition activities that develop their life skills, awareness of dangers within society and keeping themselves safe, prior to moving on to senior school.

3. Individual liberty

- All our children are treated as individuals at Caldicott, and are encouraged to acknowledge and exercise their rights and freedoms as well as those of others.
- Caldicott strives to provide an environment in which all members of our community can voice their opinions in a safe environment and one in which they can enjoy respect.
- Caldicott has robust Behaviour and Anti-Bullying policies, thus supporting and actively promoting the concept of individual liberty, thereby ensuring that all members of our community are able to develop their abilities and appreciate the importance of informed decisions and the consequences of their actions.

4. Mutual respect

- Caldicott strives to ensure that all members of our community appreciate the effect that their actions may have on themselves and on others. To this end, mutual respect features strongly in our school aims and in our ethos.
- Our vision for every member of our community is that they will be the best that they can be. This aim is supported by everything that we do through the curriculum, extra-curricular activities and through enrichment events, and the ways in which we treat each other.
- Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- Strong figures in society are discussed and emphasised, with a deliberate focus on **both** sexes. Boys will understand that it is good to be different and to go against the tide for a good cause. They will respect these strong figures for what they have done for us and recognise them in their own community and family.

5. Tolerance of those of different faiths and beliefs

- All members of our community benefit from the richness which different faiths, colours, races and creeds bring to the school, thereby developing a better understanding of how to take their place in a culturally diverse society in the United Kingdom.
- The RS, PSHEE and the Assembly themes all serve to support this aim and contribute positively to the SMSC experience our children enjoy.

Furthermore, the DfE non-statutory guidance of November 2014 advises as follows.

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;

- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

By following this guidance on FBV we believe that the spiritual, moral, social and cultural development of our pupils is actively promoted and catered for by ensuring that pupils are enabled to:

a. Develop their self-knowledge, self-esteem and self-confidence:

We celebrate the achievements of all our children, individually and as part of a team. Our adults are proud to act as role models for our children and to encourage them to be the best that they can be.

We help our pupils develop these qualities through a wide range of opportunities such as:

- Pupil involvement in Assemblies
- Concerts/Solos in Assembly
- Year group plays
- Writing match reports
- Delivering the reading during our Church services
- Reading the prayer
- Giving every child the opportunity to represent Caldicott in a sports team
- Making presentations and celebrating achievements outside of school in Assembly

b. Distinguish right from wrong and to respect the civil and criminal law of England:

Caldicott boys are supported as they learn to make this important distinction, and are encouraged to understand that living in England comes with the responsibility to abide by the law.

c. Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living locally and to society more widely:

This is achieved by

- promoting and celebrating the value of community service, such as Student Council, duties and positions of responsibility.
- actively promoting participation in annual charity events, such as Focus Week.

- Supporting two charities each year, one that is local to the area and one that is further afield.
- Hosting a number of sporting competitions and academic workshops that benefit children in the local area.

d. Acquire a broad general knowledge of, and respect for, public institutions and services in England:

Caldicott boys experience, through our PSHEE curriculum and visiting speakers, the roles and responsibilities of other professions related to public institutions such as health care professionals, emergency service professionals and the police.

e. Demonstrate tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures:

- Caldicott is a diverse community which celebrates children from every race, colour and creed and every combination of the same.
- Our PSHEE programme supports this valued part of our ethos.
- Caldicott welcomes international pupils.
- In recent years, Caldicott has cultivated links with a plethora of culturally diverse charities.

f. Develop and show 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:

- Democracy is alive and well at Caldicott and our children experience it in an age appropriate fashion when voting for the School Committee.
- Through our PSHEE programme, Caldicott boys gain an understanding of the role of the Police, Armed Forces and the emergency services.
- Where appropriate 'mock' votes take place to allow pupils to understand the democratic process.
- Pupils in Years 7 and 8 can take part in a Debating Club, allowing them the opportunity to understand differing points of view and vote on the outcome of a debate.

In addition, Caldicott aims for all our children to show respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010:

- age,

- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion and belief,
- sex,
- sexual orientation.

Our provisions, criteria and practice in all areas, including teaching must not discriminate against pupils in a way contradictory to the Act. We train all our staff on the implications of the Equality Act 2010 in the workplace.

Caldicott is a community of children and adults from different races, colours and creeds and combinations of the same. We believe that we are stronger as a result of our diversity, which makes Caldicott a very special place to be. We take very seriously our responsibility to ensure that every member of our community is valued in an atmosphere of mutual respect and tolerance, and we are proud of the ways in which we understand and celebrate our differences. Caldicott actively promotes FBV through the curriculum, assemblies and other activities, as well as through the expected behaviour of pupils and staff. They are embedded in the ethos of the school.

Curriculum design to support FBV

Caldicott's curriculum is designed to:

- enable all members of our community to develop their self-knowledge,
- raise self-esteem and self-confidence through PRAs (Personal Records of Achievement).
- enable pupils to distinguish between right and wrong, and to accept responsibility for their own behaviour, as detailed in the Behaviour Policy.
- promote 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 other people and foster respect for democracy and support for participation in the democratic process in England.
- effectively prepare our pupils for British life by developing a range of character attributes that underpin success in the community.

E. Our Approach to Political Issues

Caldicott discourages the promotion of partisan political views in the teaching of any subject. We will take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. This will be done while they are in attendance at the School or taking part in extra-curricular activities which are provided or organised by or on behalf of the School or in the promotion at the School. The latter includes through the distribution of promotional material on extra-curricular activities taking place at the School or elsewhere.

The “Prevent Duty” and our role in the prevention of political indoctrination

The school follows the ‘Prevent duty’ with regard to radicalization and extremism, and its reporting and as such we:

1. commit, in the exercise of our functions, to have due regard to the need to prevent members of staff and pupils from being drawn into terrorism.
2. understand that extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

We train our staff to be aware of and alert to indicators of radicalisation which may include:

- a. disclosures by pupils of their exposure to the extremist actions.
 - b. graffiti symbols, writing or artwork promoting extremist messages or images.
 - c. pupils accessing extremist material online, including through social media.
 - d. parental reports of changes in behaviour.
 - e. pupils voicing opinions drawn from extremist ideologies and narratives.
 - f. use of extremist or ‘hate’ terms to exclude others or incite violence.
 - g. intolerance of difference, whether secular or religious or, in line with the school’s equal opportunities policy.
 - h. attempts to impose extremist views or practices on others.
 - i. anti-Western or anti-British views.
3. endeavour to build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping our pupils understand how they can influence and participate in decision-making.

We believe that Caldicott is, and must always be, a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. We work hard to ensure that our pupils are taught in a way that is consistent with the law and British values, and which challenges discriminatory and extremist opinions or behaviours as a matter of course.

Please refer also to the school's Curriculum policy, Safeguarding policy, and E-safety policy.