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| **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT** | | | | | |
| **The Education Act (2002) states that every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**  **Bowerham Primary uses the PSHE Association Guidance, as recommended by Lancashire Local Authority as a Programme of Study for PSHE to cultivate the Spiritual Moral Social and Cultural development of our pupils. This is in addition to a values education (British and School), the Bowerham Best expectations, various school councils, religious education, collective worship/ assemblies, enrichment opportunities, approaches to learning and the National Curriculum coverage and delivery.**  **The PSHE Association Programmes of Study help to develop concepts such as:**  1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)  2. Relationships (including different types and in different settings, including online)  3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)  4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world  5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)  6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)  7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)  8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)  9. Career (including enterprise, employability and economic understanding)  **All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values.**  **Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils’ SMSC development.**  **This collective, whole school approach to the children’s Social, Moral, Spiritual and Cultural development is shown through the following outcomes:**  The spiritual development of pupils is shown by their:   * ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values * 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.     The moral development of pupils is shown by their:   * ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.     The social development of pupils is shown by their:   * use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.     The cultural development of pupils is shown by their:   * understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others * understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School * knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain * willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities * interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. | | | | | |
| **Promoting British Values (2014) *Schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.***  The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.  **DEMOCRACY**  An understanding of how citizens can influence decision-making through the democratic process    **INDIVIDUAL LIBERTY**  An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety  **RULE OF LAW**  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.  **TOLERANCE AND MUTUAL RESPECT**  An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;  An acceptance that other 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; and  An understanding of the importance of identifying and combatting discrimination. | | | | | |
| **Essential Skills** | | | | | |
| By the end of their time in school, all children should have the following skills as an outcome of good quality PSHE teaching:   |  |  | | --- | --- | | Essential Skills and Attributes developed through the Programme of Study | | | Personal effectiveness | Interpersonal and social effectiveness | | **1.** Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)  **2.** Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)  **3.** Resilience (including self-motivation, perseverance and adaptability)  **4.** Self-regulation (including promotion of a positive, growth mindset1 and managing strong emotions and impulses)  **5.** Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms  **6.** Self-organisation (including time management)  **7.** Strategies for identifying and accessing appropriate help and support  **8.** Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence  **9.** Recalling and applying knowledge creatively and in new situations  **10.** Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) | **1.** Empathy and compassion (including impact on decision-making and behaviour)  **2.** Respect for others’ right to their own beliefs, values and opinions  **3.** Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)  **4.** Skills for employability, including  • Active listening and communication (including assertiveness skills)  • Team working  • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)  • Leadership skills  • Presentation skills  **5.** Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)  **6.** Recognising, evaluating and utilising strategies for managing influence  **7.** Valuing and respecting diversity  **8.** Using these skills and attributes to build and maintain healthy relationships of all kinds | | Managing risk and decision-making (integral to all of the above) | | | **1.** Identification, assessment (including prediction) and management of positive and negative risk to self and others  **2.** Formulating questions (as part of an enquiring approach to learning and to assess the value of information)  **3.** Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)  **4.** Assessing the validity and reliability of information  **5.** Identify links between values and beliefs, decisions and actions  **6.** Making decisions | | | | | | | |
| In addition to our British Values, our School Council selects a range of Values to learn about and encourage as part of our Values based curriculum.  2019/20 VALUES FOCUS | | | | | |
| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Courage | Peace | Love | Quality | Unity | Freedom |
| WHOLE SCHOOL FOCUS/ ENRICHMENT | | | | | |
| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| School Council Election | Anti-Bullying Week  Remembrance Day | Earth Day | RSE Day  Sports Day | My Money Week  Transition Week | |