

**Personal, Social, Health and Economic (PSHE)
and Social, Moral, Spiritual and Cultural (SMSC) Education Policy**

Reviewed by: Sarah Fox

Reviewed on: April 2021

Next review: April 2022

Related policies: Outdoor Education Handbook; Careers Guidance and Access for Education Policy; Relationships and Sex Education (RSE) Policy; Positive Behaviour and Discipline Policy, Prevention of Bullying Policy, Safeguarding and Child Protection Policy; Online Safety Policy and Curriculum; British Values Curriculum Statement.

Endorsement

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

Signed:



Date: April 2021

A healthy social life is found only when, in the mirror of each human soul, the whole community finds its reflection, and when, in the whole community, the virtue of each one is living.

Rudolf Steiner

Introduction

Pupils' spiritual, moral, social and cultural (SMSC) development is central to the educational work of our school, and supported through our whole-school approach to Personal, Social, Health and Economic education. We aim to enable pupils to be aware of and look after their health and wellbeing, manage social situations and relationships, and develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now and in the future, and so be able to successfully and happily make their way in the world.

Definitions

Spiritual Development is the development of the non-material element of a human being, acquiring a sense of identity, self-worth, personal insight, meaning and purpose, within a system that gives opportunities to explore values and beliefs, including religious beliefs, and the way they affect people's lives.

Moral Development is personal development relating to human behaviour, especially the distinction between good and bad, right and wrong and respect for the law.

Social Development is personal development concerned with living in a community, the ability to accept responsibility for behaviour, show initiative, and understand how to contribute to community life in and out of the school environment, and through a broad, general knowledge of public institutions and services in England.

Cultural Development is personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared understanding of the society in which we live, acquiring an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

PSHE education enables pupils to develop:

- Self-knowledge, self-esteem and self-confidence, an understanding of what will make them physically and mentally healthy and happy and learning how best to navigate the issues that may represent a challenge to this (for example drugs or alcohol), managing risk and making sensible, informed decisions.
- The quality of their relationships, with friends, families and (where relevant) sexual partners, promoting physically and mentally healthy approaches to these, treating each other with tolerance and respect and encouraging care, compassion and understanding. An awareness of social justice, human rights, community cohesion and global interdependence.
- An understanding of, and engagement with current affairs, and contribution to community life.
- An understanding of how the UK is governed, how one participates politically, to critically engage with political questions, to recognise the importance of democracy and the value of individual liberty.
- An ability to distinguish right from wrong, to take responsibility for their behaviour, an understanding of the justice system and how our laws are shaped and enforced, to be aware of their rights, but also of their responsibilities, and to better understand and respect the rule of law.
- Mutual respect and tolerance for those with different faiths and beliefs, an appreciation of, and respect for, their own and other cultures in a way that promotes tolerance and harmony between different national, religious and ethnic traditions. Pupils are encouraged to challenge injustice, inequality and discrimination.
- An understanding of personal finances, the payment of tax, its expenditure by the government, and also an awareness of wealth inequality domestically and globally.

Implementation

The Spiritual, Moral, Social and Cultural development of each pupil is seen as the responsibility of all members of staff, and much of this development is assimilated through everyday school life. Our curriculum is built around developmental stages and provides many opportunities for PSHE education as well as specific issue-based content, and this is further supported by activities such as morning verses, assemblies, and whole school celebration of festivals.

Any controversial topics or difficult questions from pupils, will be addressed openly and constructively. Where possible/appropriate, parents will be informed of particular issues that have come up in class. If a teacher has a concern about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them they should speak with the Education Manager.

Together with the PSHE Lead, the Education Manager is responsible for ensuring that PSHE is taught consistently across the school.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Kindergarten

During the early years, children learn through imitation and play. The development of physical, practical and social and emotional competence is supported through a mixed age, family-like group where children learn to share and work together, caring for each other and the environment. A moral sense of fairness and right and wrong is awakened and developed through stories and traditional fairy tales and reinforced by the 'Golden Rules' relating to kindness and appropriate behaviour. Collaborative, co-operative play enables positive social skills and empathy to develop naturally. Playing and working outside provides a strong experiential relationship to nature, the children learn how to dress for the elements, and build confidence, self-esteem, strength, stamina and resilience. Staff act as role models, support and facilitate the development of life skills and good habits, providing a range of social, practical, domestic and artistic activities. Healthy nutritious mid-morning meals are provided, and the children help to prepare this by making bread, preparing vegetables and setting the table. Please see our EYFS documents for further information.

Lower School

Education in the lower school has a strong emphasis on PSHE, which is delivered through age appropriate dialogue, stories and biographies, as well as direct presentation of topics such as internet safety, relationships and behaviour. Stories remain an important resource, and many subjects (such as art, music, history, geography, maths and biology as well as sex education) offer scope for PSHE, and learning opportunities also arise spontaneously, with discussions, incidents or news being integrated into the overall educational work of the school. See also our Online Safety and Relationships and Sex Education (RSE) policies and curriculum documents.

The moral and spiritual well-being of the children is nurtured by developing a strong sense of belonging for all children whatever their faith background. This is achieved through a calendar of seasonal festivals from around the world that the school celebrates together. A sense of reverence and an attitude of tolerance and respect towards each other is encouraged and modelled by the teachers and reinforced by verses said at the beginning and end of the day. Festivals from different religious traditions are celebrated, particularly when a child within the class is part of a religious community. World religions and the diverse cultures that embody them are studied during the Main lesson blocks including stories, songs and dances: Stories of holy people and Saints from diverse traditions in class 2, Judaism in class 3, Buddhism and Hinduism in class 5, Islam and Christianity in Class 6. Pupils develop a well-informed understanding of world religions and a strong sense of the value of community and of the wonder of the natural world.

5	<p>Narrative content Greeks, the first form of Democracy - how was this conducted? Life of Buddha - Buddhism Hinduism Steiner School Olympics - athletics training, all students - graceful and active use of own body. Uses and abuses of passive/active tense in language - evading or taking responsibility – e.g in politics. Geography of Great Britain and N Ireland - understanding our own regional cultures including songs, stories, poetry or dance Class council</p>	<p>Citizenship Religious diversity</p> <p>Personal wellbeing</p> <p>Citizenship</p>
6	<p>Life of Christ - Christianity Life of Mohammed - Islam Rome - monarchy, empire and republic - the impact on its people Organise school event as class - Anti Bullying school assembly Book keeping - balancing books, profit/loss/interest etc Rites of Passage - Circle of Trust Hadrian's Wall trip - long walk - planned by the class - and costed</p>	<p>Religious diversity</p> <p>Citizenship Economic wellbeing Personal Identity</p> <p>Economic/building resilience</p>
7	<p>Business maths - exploration of economics - how commodities made, sold - who profits, exploitation etc - (Industrial Revolution) Life Cycles - human reproduction; birth and death Age of Discovery - and slavery - Human Rights World Geography - own project 10 min presentation to audience - Rites of Passage Circle of Trust, Nature Walk etc Narrative content: great historical figures - Sailing (or other) trip - fund raised by class enterprises - in part Careers workshop</p>	<p>Economic wellbeing</p> <p>Personal Wellbeing Citizenship Personal Identity</p> <p>Citizenship</p> <p>Economic / Building resilience Economic wellbeing</p>

There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, trustees and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes.

The essential skills and attributes identified in the PSHE curriculum are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. Personal progress is recorded as part of the teachers termly individual holistic assessments, and reported to parents during parent consultations and the child's end of year report.

Impact

In order to reflect further on the impact of all our work on SMSC and PSHE education:

- We engage trustees, families and community
- Hear our pupil voice
- Observe staff and pupil interactions
- Support social behaviour
- Complete learning walks reflecting on resources and practices
- Review the Curriculum and how SMSC and PSHE can be highlighted and indeed prioritised

This policy will be reviewed by Sarah Fox, Education Manager annually. At every review, the policy will be approved by the Teaching and Learning Committee.

Appendix 1: PSHEe Key Objectives

By end of Class 1 children will be able to take care of their classroom environment - including recycling, caring for desks, etc

By end of Class 2 children will present to the school a variety of songs, rhymes, poems from different countries.

By end of Class 3 children will have a basic understanding of monetary transactions as both shopkeeper and customer.

By end of Class 3 children will know how to take care of their own day to day hygiene - not only discussed in class but hopefully monitored by parents at home.

By end of Class 4 children will set up small fundraiser for local charity.

By end of Class 5 children will have achieved an understanding of healthy exercise and its benefits while training for the Olympics.

By end of Class 6 pupils will have basic understanding of major world religions - present some written work on this.

By end of Class 6 pupils will plan, cost, prepare and carry out a small business venture.

By end of Class 7 pupils will have achieved a good understanding of healthy diet and its impact on health. Keep food diary for 14 days in preparation for discussion.

By end of Class 7 pupils will present a project to class and parents, on a country from another continent, to include song, food, something admirable about the country and something challenging.

By end of Class 8 pupils will be able to plan, cost and execute the planning of their expedition as a class.

By end of Class 8 pupils will be able to write a reflective piece on human rights, for example, the effects on women and children caught up in war.

By end of Class 8 pupils will have undertaken a 'Rites of Passage' challenge involving Nature Walk, Vision Fast - the level of challenge to be set out by the teachers working with them.

Appendix 2: Essential Skills and Attributes fostered and developed through the PSHE Curriculum

Personal 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 mind-set 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)

Interpersonal and social effectiveness:

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

Appendix 3: British Values Curriculum Statement

We promote 'British Values' through our spiritual, moral, social and cultural (SMSC) education which permeates through the school's curriculum and supports the development of the **whole child**.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in all phases offers broad and balanced opportunities.

British values are defined by the Department for Education as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths and beliefs

These are implicitly embedded in Steiner education and the curriculum and ethos of Cambridge Steiner School. All staff are expected to uphold and promote these values. Listed below are some of the ways in which staff work with these values in the kindergarten and lower school.

Democracy: making decisions together

Throughout the school, staff will encourage children to see their role as an individual within a bigger social structure, ensuring that the children know their views count, that they value each other's views and values, and are able to talk about their feelings. Class plays, games, circle time and dancing lessons, as well as many other group activities, give plenty of opportunities for children to practise their social skills. On our many class trips, pupils learn to balance their own wish for freedom with the needs of the group.

In kindergarten, our focus on 'everyone is welcome' play provides many opportunities to make decisions, share ideas, negotiate and collaborate. The children learn to be inclusive and respect others' opinions.

The Class 5 curriculum covers the origins of democracy and its importance as a concept and principle, and this is met again in more depth in later main lessons. In older classes, staff can demonstrate democracy in action, for example, by helping a class to agree on a decision through a vote or holding a mock election to teach students about the electoral system in the UK.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

The School Leadership Team is itself a body of people who make decisions together.

The rule of law: understanding that rules matter

Staff will help children to understand their own and others' behaviour and its consequences, and to distinguish right from wrong. Staff sometimes collaborate with children to create the rules and the codes of behaviour and ensure that all children understand that rules apply to everyone. Our Positive Behaviour and Discipline Policy is of central importance in the school and is explained to the children so that they understand our expectations. Through application of the policy, they learn that there are consequences if rules are not followed.

In kindergarten we work with the principles of imitation, using rhythm and repetition to foster good behaviour. A set of Golden Rules establishes our expectations in regard to behaviour, accepting boundaries and authority. Children gradually learn to be responsible for their behaviour and learn that rules are there for the well-being of the whole group: 'We are all part of the KG family.'

In the lower school games played in the playground are sometimes subject to rules set by adults, but often the rules are developed by the children through negotiation with each other, and we encourage this approach.

Stories told as part of the curriculum in Classes 1-3 provide imaginative understanding of moral and social practice, good and evil, justice and redemption. In Class 6, the study of the Romans gives a wonderful opportunity to consider the importance of the rule of law.

Individual liberty: freedom for all

At the Cambridge Steiner School, we encourage children to develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing them to take appropriate risks (e.g. tree-climbing); to engage in self-initiated play; to develop their creative self-expression through music, drama, Eurythmy, literary endeavours, art and craft; and by talking about their experiences and learning through various forms of safe and constructive feedback. Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that everyone is free to have different opinions.

Mutual respect and tolerance: treat others as you want to be treated

The Cambridge Steiner School promotes an ethos of inclusivity and tolerance where differing views, faiths, cultures and races are valued, and where children are encouraged to engage with the wider community through acts of community such as busking for charitable causes and carol singing for the elderly at an old people's home. Over the years we have developed links with the Cambridge Refugee Centre, Jimmy's Homeless Shelter, and The Besom.

Our pupils are drawn from many different countries and cultures, which encourages tolerance and appreciation of and respect for their own and other cultures. This diversity of nationality encourages the children to learn about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions, and they learn how to share and discuss practices, celebrations and experiences. We particularly encourage teachers to celebrate the different festivals belonging to the children in their classes, with help and support from their parents. We provide open-ended toys (role play, construction toys) and give equal opportunities to boys and girls to do activities and work that traditionally is assigned to one gender. Our well chosen stories with archetypal characters and storylines are an integral part of children's self discovering. Play provides the space to engage in role play, experience other roles (gender, faith etc). Our pupils learn two languages from the age of six, and the curriculum covers cultural aspects as well as the study of the language.

Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions. Staff are expected to promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.