



Name Of Policy	PSHE
Review Committee	Board of Trustees
Last review date	September 2023
Next review date	September 2024

GUST PSHE Policy

Aims and Objectives

At GUST Independent School, Personal, Social and Health Education (PSHE) and Citizenship enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through learner meetings / assemblies. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Teachers have the flexibility to deliver PSHE cross curricular within the school community life and curriculum. The school ensures that the PHSE programme suits the need of and aspirations of each cohort.

We ensure that the teacher covers topics most relevant for their pupils, drawing on good practice and advice from relevant professional organisations and the backgrounds of the school children. For example, we know our children are from deprived areas whose families suffer financial problems. We address this within relevant themed weeks e.g. in Maths week we incorporate ideas such as what does credit, debt mean? also 'what can you buy on a budget?', 'pros' and con of spending £1 on chicken and chips vs £1 worth of bananas, "Can money buy you happiness".

GUST's PSHE framework is available to support them in this significant aspect of education.

Additional Policy

At GUST School, we support and promote the personal and social development and well-being of all learners. In this way, we hope to develop good citizens for the future and ensure that our pupils have realistically high aspirations and are aware of their own worth to the community and the world at large

Aims

- To develop pupils' self-esteem and a sense of personal responsibility.
- To promote self-respect, respect for others and celebrate diversity.
- To equip pupils to live safe, healthy lives.

- To encourage pupils to contribute to school life and be an active, responsible member of the wider community.
- To foster positive attitudes towards the principles of sustainable development and global citizenship.
- To prepare pupils for the challenges, choices and responsibilities of work and adult life.
- To ensure that all pupils are treated with respect and, in turn, are respectful of others. We encourage fair play among our pupils and endeavour to act fairly ourselves at all times. Assemblies and provide beneficial opportunities for the children to develop personally, socially and emotionally. Health and happiness in our pupils are of paramount importance. They identify the needs of individual and groups of pupils. These assessments happen incidentally during classroom activities and inform the planning of future activities.
- When the need arises the effectiveness of this policy will be reviewed by the Board of Trustees, the Head of School and the necessary recommendations for improvement will be made to the Head of School.

Monitoring the Effectiveness of the Policy

- This policy does not prioritise or disadvantage any pupil and it helps to promote equality at this school.
- Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Spiritual, Moral, Social and Cultural Development Policy

1. Mission Statement

This policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of GUST school, valuing all children equally and as individuals. The staff and headteacher work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.

The school strives to build and promote our values: determination, ambition, respect, empathy, and self-control (WHO DARES WINS). The school will strive for continued self-review, development, and improvement. It also strives to provide a happy, stimulating and caring environment and to offer the

opportunities, encouragement and stimuli to develop each child to his or her full potential to enjoy learning.

2. Introduction In contrast to the policies for specific curriculum subjects

The family atmosphere within the school will encourage children to support others and help less able or younger children. This atmosphere will ensure children do not support bullying. Positive staff role models will foster supportive attitudes and adult's interest in children will encourage children to share concerns with staff in a supportive atmosphere.

At GUST school, spiritual, moral, social, and cultural development will be promoted not only through all the subjects of the curriculum but also through the ethos of the school.

Team building activities take place periodically.

Other opportunities in relation to local, national, and international current affairs are shared through watching news sessions, where children are given the opportunity to ask questions and have discussions in a safe environment. This will enable the children to gain knowledge of current affairs and have an open mind.

3. Rationale

The connection between good results in the curriculum and high standards in SMSC is widely acknowledged and is evident in all OFSTED reports. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

4. Definitions

Pupils' development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.

They develop the knowledge, skills, understanding, qualities, and attitudes they need to foster their own inner lives and non-material wellbeing. All areas of the curriculum may contribute to pupils' spiritual development. Pupils' moral development involves pupils acquiring an understanding of the

difference between right and wrong and/or moral conflict, a concern for others and the will to do what is right. The children are able and willing to reflect on the consequences of their actions and to learn how to forgive themselves and others.

The school uses the principles from the British values to achieve this.

They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, but in particular the classroom, will provide a suitable environment for promoting social development. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal, for example, school assemblies. The ability to be led to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

5. Aims for Spiritual Development

- The ability to listen and be still.
- The ability to sense the sacred, the holy, the divine.
- The ability to sense wonder and mystery in the world.
- The ability to sense the special nature of human relationships.
- The ability to reflect.

6. Objectives for Spiritual Development

- To develop the skill of being aware of one's spiritual side.
- To develop the ability to use all one's senses. To promote an awareness of and enjoyment in using one's imaginative potential and to develop curiosity and a questioning approach.
- To encourage quiet reflection during a lesson or assembly.
- To develop individual self-confidence in expressing inner thought in a variety of ways.
- To develop self-esteem, respect for themselves and find an inner confidence and peace.

- To have the opportunity to develop personal beliefs.
- To explore the opportunity to pray.
- To promote the ability to keep trying and seeking success.

7. Aims for Moral Development

- To listen and respond appropriately to the views of others.
- To understand the principles lying behind decisions and actions.
- To be able to take moral decisions for themselves.
- To show respect for the environment.
- To assume moral responsibility through belief and conviction.
- To be able to distinguish between right and wrong.

8. Objectives for Moral Development.

- To respect honesty and fairness and to tell the truth.
- To respect the rights and property of others and themselves.
- To respect loyalty.
- To help those less fortunate or able than ourselves.
- To treat others as they would wish to be treated themselves.
- To value other people and their feelings and act considerately towards others.
- To take responsibility for one's own actions.
- To exercise self-discipline.
- To consider consequences of actions and effect on others.
- To develop positive attitudes.
- To conform to rules and regulations for the good of all.
- To consider moral dilemmas.

9. Aims for Social Development

- To relate positively to others.
- To participate fully and take responsibility in the classroom and in the school.
- To use appropriate behaviour, according to situations.
- To engage successfully in partnership with others.
- To exercise personal responsibility and initiative.
- To understand that, as individuals, we depend on family, school and society.

10. Objectives for Social Development

- To share such emotions as love, joy, hope, anguish, fear and reverence.
- To show sensitivity to the needs and feelings of others.
- To consider other people's point of view.
- To work as part of a group, team.
- To interact positively with others through contacts outside school e.g. sporting activities, visits
- To develop an understanding of citizenship and to experience being part of a whole caring community.
- To show care and consideration for others by sharing and taking turns.
- To realise there are things each person can do well.
- To show politeness, cheerfulness, friendliness and actively want to do the right thing.

11. Aims for Cultural Development

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background.
- To respond to cultural events.
- To share different cultural experiences.
- To respect different cultural and faith traditions.
- To understand codes of behaviour, fitting to cultural tradition.
- To explore other cultures and beliefs.

12. Objectives for Cultural Development

- To develop a love of learning.
- To develop an understanding of British cultural tradition, including all faiths.
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.
- To develop the ability to value and celebrate current cultural enthusiasms and media.
- To critically and independently be in control of understanding the impact of peer pressure.
- To understand similarities and differences between faiths and cultures

13. Provision of Opportunities

Spiritual, moral, social and cultural development does not take place in any one aspect, in isolation of other aspects of school life.

Ethos:

At GUST School we aim to provide a happy, stimulating, and secure environment, ethos where each pupil is given the challenge and opportunity to develop his/her full potential while enjoying learning and life.

We endeavour to provide an environment and ethos, in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

The following are also taking place:

- The promotion of respect for people and property.
- Build the School Community.
- Promote an understanding of the difference between right and wrong.
- Helping pupils understand how their actions affect others.
- Praise good behaviour positively and reward publicly.
- Provide opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination.
- Promote a sense of justice. Provide opportunities to acquire and develop those skills, values and attitudes which enhance willingness to participate, to work co-operatively and help others.
- Learn about society including the family, the local community, the world of work and the social, legal, religious, economic and political aspects of life.

Within the Curriculum: –

- All subjects contribute to the spiritual, moral, social and cultural development of pupils.
- Exploring an imaginative approach to the world.
- Developing a sense of enquiry and open-mindedness.
- Creating an atmosphere that enables pupils and staff to speak about their beliefs.
- Fostering a sense of respect for the integrity of each person.

- Developing responsibility in learning and setting personal targets.
- Listening to the view points and ideas of others.
- Learning about another culture presented through a cross-curricula approach.
- Encourage 'feeling' vocabulary, and discussions in different subjects to help pupils to share thoughts and feelings.

Future visitors to school: – Mosque Imam, Priest, Sikh sahib, policemen/women, street wardens, environmental officers, firemen and engine, birds of prey, nurses, art and craft-cookery, variety of animals, PE and games coaches, Fire Safety Centre.

13. Management

The Lead Teacher will advise colleagues on resources, policies and information. Ensure that the policy for SMSC reflects the aims of the school and takes into account guidance offered by the LEA. Involve all staff in decisions and policy making. Attend relevant in-service meetings and training to disseminate information to staff.

14. Monitoring and review

This policy will be monitored on updated if necessary, else on an annual basis