

SMSC, Human Values and Personal Development at Byfield School:

What is Personal Development?

(Ofsted) Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Guidance, Education inspection framework, Updated 23 July 2021

What is SMSC?

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

DoingSMSC.org.uk

What are Human Values?

Our School Values are Respectful, Caring, Responsible, Fair, Determined, Courageous. These are values we believe enable children to be the best they can be and to work as part of a community.

According to Ofsted, British values are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect for, and,
- Acceptance (tolerance) of those with different faiths and beliefs and for those without faith. – At Byfield we have rephrased Tolerance to Acceptance, as we don't want our children just to tolerate other viewpoints, but be more active in learning about differences so they can appreciate and accept differences.

At Byfield, we believe these are values not only for life in Modern Day Britain, but an outline for Human Values. We draw links between our Byfield Values and the Human Values.

Children at Byfield School are developing SMSC skills through separate assemblies, PSHCE lessons and by links within subjects. The main Personal Development Focuses are:

Spiritual:	
Moral:	
Social:	
Cultural:	
Well Being:	
Environmental:	
Global Citizen:	
Personal:	

In addition, children at Byfield School are recognising behaviours/feelings in others and developing their sense of self and self-regulation for behaviour / feelings through Zones of Regulation.

Children at Byfield School develop their understanding of Health and Wellbeing:

- What is meant by a healthy lifestyle
- How to maintain physical, [mental and emotional health](#) and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to manage change, including [puberty](#), transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Children at Byfield School develop their understanding of Relationships:

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including [bullying](#) and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Children at Byfield School develop their understanding of the Wider World:

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of [respecting and protecting the environment](#)
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

Progression across PSICHE topics and year groups is mapped using The PSHE Association overview.

<https://www.pshe-association.org.uk/system/files/Mapping%20PoS%20to%20Statutory%20guidance%20July%202019%20update.pdf>

Zones of Regulation: Textbook with CD Rom, yearly overview

How do we cater for children who are more able in PSICHE?

What We Believe	Provision
<p>The characteristics of a More able pupil:</p> <ul style="list-style-type: none">• Have a secure subject knowledge and can recall it quickly• They work systematically,• They are able to come up with their own solutions to problems, and use their knowledge to think creatively• Are able to work with a wide range of children being good leaders or team members• Are able to apply that subject knowledge in a range of different contexts• Are able to communicate their understanding efficiently.	<p>Teachers encourage and support all children to participate and lead where appropriate, regardless of academic ability.</p> <p>More able learners could be expected to contribute full explanations, clear and articulate viewpoints and help organise and lead presentations, where appropriate.</p> <p>The majority of this subject is taught through paired, group and class discussions and activities rather than written work. When writing in books, more able children will be expected to give full, clear written explanations / presentations and show that they can use their writing skills.</p>

<ul style="list-style-type: none"> • Are able to use reasoning skills (not just in maths but across every subject) to construct sound explanations and arguments based on secure subject knowledge • Are able to analyse, evaluate and create (Blooms Taxonomy) drawing from good subject knowledge. • Children are able to self-check, identify mistakes more independently and edit and improve their work. • Use Enquiry skills 	
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How do we cater for SEND in PSICHE?

What we Know / What we believe	Provision
At Byfield we believe the importance of maintaining an inclusive learning environment	SEND children still have 100% access to PSICHE lessons – they are not removed for interventions unless there are specific interventions which are assessed to address a crucial learning need which would prevent them from leading a successful and rewarding life.
Some children may need differentiated adaptations to be made – so they can access the same learning.	Teachers adapt and design learning so that it means children can access the next step of learning. Key messages / learning are made clear. Sticking points are repeated and made clear.

Assessment

What we Know / What we believe	Provision
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Formative	<p>If teachers feel key information is not learnt or being applied, they use ongoing assessment to add extra interventions to pupils or with the whole class. For example put in extra circle times, design class assemblies for increasing knowledge or working with groups of pupils.</p> <p>As much of this subject is around knowledge of keeping safe, learning to lead independent lives and be ready for the next stage of their lives and education, continued work will happen until every child is ready.</p>
Summative	

Pedagogical Approach – Inspire, Challenge, Succeed

What we Know / What we believe	Provision
Inspire	Different teaching and learning approaches are used to engage and stimulate children such as: use of pictures, videos, role play, scenarios, circle time, debate, paired talk, group work and whole class discussions.
Challenge	Misconceptions or disrespectful attitudes / comments will be challenged. Children will be asked to explain viewpoints and thoughts.
Succeed	Children will feel that they have control over themselves and will happily take responsibility for their actions. They will gain a sense of achievement through showing empathy and kindness to others, contributing to class and school life and being able to solve problems independently.
Mapping	PSHE Association overview. Assembly and lesson MTP
Skills Progression is needed to apply knowledge	

SMSC

What we Know / What we believe	Provision
Spiritual	sense of enjoyment and fascination in learning about themselves, others and the world around them

Moral	<p>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</p> <p>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.</p>
Social	<p>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</p> <p>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</p>
Cultural – Including Cultural Capital	<p>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 socio-economic groups in the local, national and global communities.</p>

British Values

What we Know / What we believe	Provision
	<ul style="list-style-type: none"> • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • enable students 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 students to acquire an appreciation for and respect for their own and other cultures

	<ul style="list-style-type: none">• encourage respect for other people