



# PSHE and SMSC Policy

Agreed: November 2021  
To be reviewed: Autumn 2022

## **PSHE – Personal, Social, Health and Economic Education**

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon British Values, such as inclusion, acceptance and honesty.

**National PSHE CPD Programme, 2015, Babcock 4S & University of Roehampton**

## **SMSC –Social, Moral, Spiritual and Cultural Education**

The **spiritual development** of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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 that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**(OFSTED School inspection handbook October 2021)**

## **Aim**

PSHE is to provide students with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. This is done by teaching about – the three key themes: Health & Wellbeing, Relationships and Living in the Wider World. PSHE should promote SMSC (Social, Moral, Cultural, and Spiritual) development of our students and within society, preparing them for the opportunities, responsibilities and experiences of later life. We want our pupils to learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **Statutory Requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. The statutory guidance for Relationships Education and Health Education is comprehensively covered by our curriculum opportunities across all three core themes. Even though much of 'Living in the Wider World' is not included in the statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic well being.

Within SMSC sits the development of British Values. The Department of Education has reinforced the need to "create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs". The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in July 2015.

## **Content**

PSHE takes a whole school approach and is proactively led to prioritise and address mental health and wellbeing. PSHE as a subject helps to embed the school aims, values, SMSC, behaviour to engage successfully, and safeguarding principles.

Our PSHE curriculum (Appendix 1) has been developed using the PSHE Association Programme of Study and includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The first two themes cover Sex, Relationships Education (SRE) and SMSC as well as the development of British Values are woven throughout our curriculum which is enhanced through the use of the HeartSmart program.

## **How we teach it**

PSHE is timetabled and discretely taught on a weekly basis in each class. It is also taught through cross-curricular opportunities, for example Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology. In addition to the taught PSHE curriculum, we provide enrichment activities to support the curriculum and development of SMSC and British Values, such as themed weeks, workshops, visits and external visitors.

Assemblies support the delivery of PSHE and SMSC through planned themes and are used to focus upon our school rules, be kind, be positive and be polite, our school values, positivity, courage, perseverance, love and nurture as well as whole school topics.

A variety of teaching and learning strategies which take into account pupils' age, development, understanding and needs are used to deliver PSHE. Pupils work in a safe, secure climate that is conducive to exploring their own and others' attitudes, values and skills. Teachers and staff are sensitive to pupil and family situations and backgrounds and give consideration to these issues when planning the lessons.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place

- collaborative work
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills
- building on current experience and using first-hand learning to achieve positive ends.

## **The use of External Contributors**

External Contributors, e.g. school nurses, community police, fire officers, local experts, parents, local and/or national charities, and PSHE based production groups help to make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme. External contributors are used where this adds 'additional' value to that of a school member of teaching staff.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme, safeguarding and ensuring that PSHE ground rules are in place.

## **Monitoring**

The PSHE Leader, Rebecca Selmes will monitor the delivery of PSHE through observation, planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision. This policy will be reviewed by Rebecca Selmes annually. At every review, the policy will be approved by the governing board and headteacher.

## **Evaluation**

Evaluation of the PSHE curriculum will be conducted on the basis of:

- pupil and teacher evaluation of the content, activities and learning processes
- staff meetings to review and share experience

## **Assessment**

Assessment is a planned part of teaching and learning which helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. Assessment in PSHE allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

## **Recording and Reporting**

Information and records on academic achievements, other skills and abilities, and progress made in school are maintained for every pupil. PSHE lessons are documented on Tapestry and comments relating to pupil progress in PSHE are provided for parents/carers in school reports.

## **Links with Other Policies**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Relationships and Sex Education Policy
- Teaching and Learning Policy
- Equal Opportunities/Single Equality Scheme
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- E-safety Policy



Appendix 1  
PSHE Pathway

|  | Autumn   | Spring  | Summer   |
|--|--|---|--|
| <b>Our Values:</b> positivity courage perseverance love nurture<br><b>Our Rules:</b> be kind, be positive, be polite |  |   |  |
| Themes   | Relationships  | Living in the Wider World   | Health and Well-Being  |
| Heartsmart   | Get Heartsmart (Meet Boris)<br>Don't forget to let love in (I am special)  | Too much selfie, isn't healthy (I love others)<br>Don't rub it in, rub it out (I am a good friend)  | Fake is a mistake (I tell the truth)<br>No way through isn't true (I can do it!)   |
| Enrichment weeks and visits  | World kindness day 13.11.21<br>Anti-bullying week 14.11.21<br>Road safety week 22.11.21<br>NSPCC Pants are Private Assembly<br>Fire Safety Talk –Year 2  | Internet safety day 8.2.21<br>Aspirations Week 21.3.22<br>Nurse visit- hand washing   | Healthy Living 4.7.21<br>Feeling Good 11.7.21<br>First aid training – Year 2<br>Dentist visit  |
| Nursery  | To begin to understand school rules and values.<br>To begin to make friends<br>Play with one or more other children, extending and elaborating play ideas.<br>Show more confidence in new social situations<br>Begin to make sense of their own life-story and family's history. | Develop their sense of responsibility and membership of a community.<br>Begin to understand how others might be feeling.<br>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.<br>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. | To become more outgoing with unfamiliar people, in the safe context of their setting.<br>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.<br>To begin to show an awareness of hygiene practices.<br>To begin to understand how they can stay healthy by make healthy choices about food, drink, activity and tooth brushing. |

|                     |  |  |   |
|---------------------|--|--|---|
|                     |  | To begin to understand how to stay safe online.  |   |
| Reception           | <p>To understand the school rules and values.</p> <p>To develop a positive sense of themselves and others.</p> <p>To form positive relationships and develop respect for others.</p> <p>To develop social skills and learn how to manage their feelings.</p> <p>To understand appropriate behaviour in groups.</p> <p>To have confidence in their own abilities.</p>                                       | <p>To make sense of their physical world.</p> <p>To make sense of their community.</p> <p>To use opportunities to observe and explore.</p> <p>To find out about people, places, technology and the environment.</p> <p>To begin to understand how to stay safe online.</p> <p>Talk about the lives of the people around them and their roles in society.</p>                               | <p>To work and play cooperatively and take turns with others.</p> <p>To form positive attachments to adults and friendships with peers;</p> <p>To show sensitivity to their own and to others' needs.</p> <p>To begin to show an awareness of hygiene practices.</p> <p>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> |
| EYFS RSE Vocabulary | Private parts, dress, undress, clean, dirty, towel, hands, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, granddad, stepmum, stepdad   |  |   |
| Year 1              | <p>To understand and follow the school rules and values.</p> <p>To understand the roles of different people and that there are different types of families.</p> <p>To understand they should feel cared for and care for others.</p> <p>To understand what privacy is and to seek permission for things.</p> <p>To understand that their behaviour affects others and how to be polite and respectful.</p> | <p>To understand what rules are and why we follow them.</p> <p>To know how to care for others and support their needs.</p> <p>To know how and why we care for the environment.</p> <p>To know how to use online services to communicate and do this safely.</p> <p>What are your strengths and interests? Does this link to any jobs in your local community? What jobs are available?</p> | <p>To know how to keep healthy based on food and exercise.</p> <p>To understand some hygiene routines including sun safety.</p> <p>To recognise what makes them unique and special.</p> <p>To learn how to manage their emotions when things go wrong.</p> <p>To learn ways of keeping safe online.</p> <p>To understand how rules and age restrictions keep us safe.</p>   |

|                      |   |   |   |
|----------------------|---|---|---|
| Year 1<br>Vocabulary | Private parts, clean, similar, different, family, boy, girl, male, female   |   |   |
| Year 2               | <p>To show a greater understand of the school rules and values in discussions.<br/>To understand ways to make friends.</p> <p>To understand what to do if they are feeling lonely and how to get help.</p> <p>To recognise behaviour that is hurtful.</p> <p>Recognise what is similar and different about ourselves.</p> <p>To understand what a secret is; when it is ok to keep or when it is necessary to share.</p> <p>Working and playing co-operatively.</p> | <p>To understand what it means to belong to a group.</p> <p>What are your roles and responsibilities?</p> <p>To know how we use the internet in everyday life.</p> <p>To understand what money is and how to look after it.</p> | <p>To understand why sleep is important.</p> <p>Keeping healthy; teeth and medicines including safety.</p> <p>To learn ways of managing your feelings and when to ask for help.</p> <p>Growing older; life stages. Including naming body parts.</p> <p>How to keep safe in different environments; keeping safe at home.</p> <p>Learning what to do in an emergency.</p> <p>Moving on to a new class.</p> |
| Year 2<br>Vocabulary | Private parts, penis, vagina, similar, different, gender roles, stereotypes, boy, girl, female, male  |   |   |