



Pitsford School

Opportunity | Excellence | Understanding

School Policy Document

Name of Policy	PHSE/ SMSC Policy
Audience	Public
Date Created	August 2017 - FMK
Date last reviewed	August 2019 – FMK
Date for next review	Autumn 2020

1. Introduction and Aims of PSHE Education at Pitsford School

Under the Equalities Act 2010, Pitsford School strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes. This states that all schools should promote the spiritual, moral and physical development of pupils. In addition it should provide opportunities to develop responsibilities and experiences for later in life.

At Pitsford School we aim :

- To enable pupils to lead confident, healthy and responsible lives as individuals and members of society.
- To enable pupils to gain practical knowledge and life skills.
- To develop values and attitudes consistent with a 'caring society'.
- To enable pupils to understand and manage responsibly a wider range of relationships as they mature.
- To show respect for the diversity of and differences between people.
- To develop pupils' well-being and self-esteem, encouraging belief in their ability to succeed.
- To encourage pupils to take responsibility for their learning and future choice of courses and careers.
- To support citizenship in the curriculum, covering public policy dilemmas related to health, family and law.
- To develop and awareness of local, national and international issues.

At Pitsford we recognise:

That PSHE/SMSC is an important part of our safeguarding strategy.

That this policy should be seen as part of a whole school strategy to support the wellbeing of the child that includes the Safeguarding Policy, Staff Behaviour Policy, SRE policy, Anti-bullying Policy and Discipline and Internet Safety.

2. Definitions and values:

2a. PSHE: Personal, Social, Health and Economic Education: Students education is concerned with the qualities and attitudes, knowledge and understanding and abilities and skills in relation to oneself and others. Students will develop a sense of social responsibility and morality. They will develop the ability to evaluate the social, moral, economic and religious considerations in ethical debates. Students will be educated about the physical and emotional and changes that occur throughout their lives. They will develop an understanding of how different factors may affect their physical and emotional wellbeing. They will develop a deep rooted understanding on how to care for themselves and others as they mature to adulthood. Students will be taught to be considerate and enterprising in the present while preparing them for an informed and active involvement in family, social, economic and civic life. The curriculum will ensure that every child is healthy and safe, provides for their future economic wellbeing and can enjoy and achieve.

2b. SMSC and British Values: Refers to Spiritual, Moral, Social and Cultural Education and is a framework with a slightly different but overlapping emphasis. New guidelines also require Independent Schools as well as those in the maintained sector, to actively promote Britishness as a fifth strand of this framework. This is part of Prevent Duty

2c. Spiritual development: Students' spiritual 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.

2d. Moral development: Students' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

2e. Social development: Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes needed to make an active contribution to the democratic process in each of their communities.

2.f. Cultural development: Students' cultural development involves students acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes needed to understand, appreciate and contribute to culture. Creating a safe and supporting learning environment. We will create a safe and supportive learning environment by ensuring clear guidelines and rules are shared with pupils. Pupils will be given the opportunity to develop and discuss their opinions in a safe and respected manner. Pupils will respect the views of others, their cultural and religious differences. We will ensure that where pupils or evidence indicates that they may be vulnerable and at risk, they will get appropriate support and consideration for their needs. Students will be given an opportunity to express their sensitivities with a

member of staff which will be shared with the child liaison officer. At all times the contents of the Behaviour Policy, Anti bullying and safeguarding policies will be adhered to.

3. What is the moral and values framework?

PSHE and SMSC are taught within and confirm the moral and values framework, of the whole school. This draws on the statement of values by the National Forum for Values in Education and the Community contained within the National Curriculum.

- We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.
- We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.
- We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as a source of love and support for all their members, and as the basis of a society in which people care for others.

4. SRE

Sex and Relationship Education is a thread that runs through our PSHE Curriculum. We adhere to the draft guidance from the DfE that will become compulsory from 2020.

5. Online Safety

Online safety is taught within the ICT curriculum, but it is also intergrated throughout the PSHE curriculum in recognition of the fact that much of childrens' interaction with each other, and free time is spent using social media and the internet. Equally, Online safety is integral to the academic curriculum in recognition of the importance of using online tools for learning, both in school and at home.

6. Responsibility and delivery

- Form Tutors and Tutor Teams are responsible for the delivery of the agreed topics/ activities.
- Form Tutors are responsible for ensuring the pupils' files/books are kept up to date and contain all a record of all activities carried out in the sessions.
- Form Tutors and Head of Sixth Form to assist the Deputy Head to review/monitor the PSHE programme.
- Subject Teachers/ HODSs are to look for areas of overlap and to be alert to those topics which can contribute towards PSHE/ SMSC and Online Safety, considering links in schemes of work where appropriate.
- Deputy Head to record and develop the programme, co-ordinate and monitor its delivery – supported by Head of Sixth Form.
- Deputy Head to meet with Tutors (yrs 7-11) on a three weekly basis in order to review the previous work and plan the next stage.

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of PSHE. They will address pupils' questions with due regard to the beliefs and values of the child's family. The teaching of PSHE respects and refers to the beliefs of the child's home background. SRE (see separate policy) is also part of the school's provision for Spiritual, Moral, Social and Cultural development and the fostering of British Values. It encourages each student to develop confidence and a clear awareness of their own beliefs and values and to develop mutual understanding and respect between students for their diverse belief. Much of this is taught through the whole school

curriculum, with spiritual learning being largely fostered through RS lessons and the assembly programme.

7. Procedure for Monitoring and Evaluating.

The policy will be reviewed every 24 months and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation. The Deputy Head will take a key role in monitoring the progress of the policy, in consultation with our Governor for Safeguarding and the Year Group Teams. A working

Evaluation could include:

- Assessments of knowledge and understanding of information and issues addressed in PSHE and SMSC.
- Pupils' responses to teaching content and methods
- Teachers' responses to teaching content and methods
- Evidence of pupils' increased self-responsibility and respectful attitudes to opposite sex and general kindness towards each other monitored by staff

8. Answering questions

Our teachers are advised to give careful thought to answering questions to give consideration to pupils' prior learning or readiness.. It is important that children feel able to ask any questions that they wish and that their questions are valued. It is important to note that teachers are representing the school in such matters and when answering questions that they are in line with all other policies and the Teaching Standards. If necessary, teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')

Teachers answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer. Our practice of 'Pastoral Circles' allows pupils to ask questions anonymously if they wish a subject to be discussed openly without being identified.

9. Confidentiality

Due to the nature of PSHE and SMSC education, pupils' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers, parents and prefects and all pupils are clear about what can and cannot be kept confidential.

10. Use of visitors

Visitors to the school can bring their expertise or personal stories to enrich pupil's learning. However, the PSHE and SMSC coordinator should always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance, and any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning.

11. Concerns

Every activity that takes place at Pitsford School, be it a lesson, a visit, an examination is part of the curriculum. Parents wishing to bring to the attention of the School any concerns which might arise as a result of the curriculum arrangements should contact the Head Teacher in the first instance.

12. Outline programme 2019-20

Our PSHE programme is formed around the standards set by the PSHE Association and with regard to their guidance documents. The resources used are quality assured and age appropriate with great care taken to ensure the sensitive handling of difficult but important topics and issues.

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition to secondary school Diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations	Diversity, prejudice and bullying including cyber bullying Managing on- and off-line friendships	The risks of alcohol, tobacco and other substances Managing puberty and the issues of unwanted contact and FGM	Self-esteem, romance and friendships Exploring family life	Children and Society
Year 8	Personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence	Rights and responsibilities in the community Challenging career stereotypes and raising aspirations.	Tackling age and disability discrimination)Tackling racism and religious discrimination , promoting human rights (Resilience Case study PPT) Online safety and digital literacy	Mental health and emotional wellbeing, including body image Managing change and loss	<u>Introduction to sexuality and consent (Relationships)</u> Introduction to contraception including condom and the pill	Ethics and Decisionmaking MORAL DILEMMAS*
Year 9	Peer pressure , assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations () Identifying learning strengths and setting goals as part of the GCSE options process	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography	Planning and carrying out an enterprise project Reflecting on learning skills development in key stage 3
Year 10	Transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma	*Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups	Exploring the influence of role models Evaluating the social and emotional risks of drug use	British values , human rights and community cohesion Challenging extremism and radicalisation	Moral dilemmas
Year 11	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential	Understanding the college application process and plans beyond school Skills for employment and career progression	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage	Health and safety in independent contexts Taking responsibility for health choices	Study Skills and exam preparation And Living in the wider world	