



Pitsford School

School Policy Document

Name of Policy: PHSE/SMSC Policy

Audience: Public

Date for Next Review: Autumn 2024

SLT Member(s) Responsible for Reviewing and Updating the Policy: FMK

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, Discipline and Online Safety. Mental Health and Wellbeing Policy.

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. RSE

Relationship and Education is a thread that runs through our PSHE Curriculum. We adhere to the guidance from the DfE. A separate RSE Policy sets out our aims and protocols that govern this provision.

5. Online Safety

Online safety is taught within the ICT curriculum, but it is also integrated 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. A separate Online Safety Policy is in place as well as a remote learning and acceptable use policy.

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. The Head of Sixth Form to meet with Sixth form tutors also on a three weekly basis.

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 Heads of Section and 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 – methods of assessment are built into the course to allow pupils progress to be monitored.
- 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

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. In Year 7 and 8 the SAP programme builds on PSHE and character learning/development to involve opportunities for building confidence, team work, leadership and resilience through Service and Adventure Opportunities. In Year 9 our pupils follow a transition programme that builds a sense of rites of passage. This programme is called the Rite Journey and is introduced to parents specifically at a series of transition meetings.

JUNIOR SCHOOL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School themes and events	Junior School Values Our community World Mental Health Day	Anti-Bullying Week Odd Socks Day Dyslexia Awareness Movember	Spring Up! Day Safer Internet Day	Autism Awareness Random acts of Kindness	World Environment Day My Money Week KS2 Enterprise Makeni	World Ocean Day Transition Moving Up Day
J1/2	<u>Relationships: Feelings, emotions and healthy relationships</u> Recognise feelings Working together Kindness/fairness Resolving conflict	<u>Health & Wellbeing: Healthy relationships</u> Teasing and bullying Anti-Bullying Week <u>Healthy Lifestyles</u> Healthy minds and bodies Hygiene	<u>Health & Wellbeing: Growing and changing Keeping Safe</u> Aspirations and goals People who help us Networks of Trust ('helping hand') Naming body parts (including genitalia) Stranger Danger	<u>Relationships: Valuing difference</u> Personal identity: likes/dislikes/choices Sharing and respecting opinions Kindness/fairness Recognising and respecting similarities and differences	<u>Living in the Wider World: Rights and responsibilities</u> Contributing to the life of the school Following rules Belonging to communities and groups <u>Money Matters</u> Sources and uses of money Spending and saving Managing money and keeping it safe	<u>Living in the Wider World: Environment</u> Ways of looking after local environments and living things Road and water safety <u>Moving Up</u> New class transition
J3	<u>Relationships: Feelings, emotions and healthy relationships</u> Recognising and managing different feelings Keeping something confidential or secret Recognising and managing dares	<u>Health & Wellbeing: Healthy relationships</u> Recognising aspects of a healthy relationship Anti-Bullying Week Physical boundaries Resolving conflict <u>Healthy Lifestyles</u> Healthy mind and body Balanced diet Hygiene	<u>Health & Wellbeing: Growing and changing Keeping Safe</u> Aspirations and goals Risk, danger and hazard Rules for safety and how to get help Keeping safe on and offline Responsibilities for keeping ourselves and others safe	<u>Relationships: Valuing difference</u> Recognising stereotypes Different types of relationships Respecting similarities and differences Bullying and discrimination	<u>Living in the Wider World: Rights and responsibilities</u> The purpose of rules and laws Human rights Cultures, customs and traditions of people living in the UK <u>Money Matters</u> The role money plays in their lives Borrowing, debt and interest Enterprise	<u>Living in the Wider World: Environment</u> Taking care of the environment Our responsibilities towards the environment Being part of a community Road and water safety <u>Moving Up</u> Managing change New class transition

JUNIOR SCHOOL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
J4	<p><u>Relationships: Feelings, emotions and healthy relationships</u> Recognising and managing different feelings Keeping something confidential or secret Recognising and managing dares</p>	<p><u>Health & Wellbeing: Healthy relationships</u> Recognising aspects of a healthy relationship Anti-Bullying Week Physical boundaries Resolving conflict</p> <p><u>Healthy Lifestyles</u> Healthy mind and body Balanced diet Hygiene</p>	<p><u>Health & Wellbeing: Growing and changing</u> Aspirations and goals Keeping Safe Risk, danger and hazard (PANTS rule, Stranger Danger and home safety) Keeping safe on and offline Rules for safety and how to get help Responsibilities for keeping ourselves and others safe</p>	<p><u>Relationships: Valuing difference</u> Recognising stereotypes Different types of relationships Respecting similarities and differences Bullying and discrimination</p>	<p><u>Living in the Wider World: Rights and responsibilities</u> Anti-social behaviours and their consequences Differences between rights and responsibilities Resolving differences Critiquing media information Money Matters The role money plays in their lives Borrowing, debt and interest Enterprise</p>	<p><u>Living in the Wider World: Environment</u> Groups that support our community and environment The lives of other people around the world How resources are allocated to communities Road and water safety</p> <p>Moving Up Managing change New class transition</p>
J5	<p><u>Relationships: Feelings, emotions and healthy relationships</u> Recognising and responding to others' feelings Keeping a confidence or secret Recognising and managing dares</p>	<p><u>Health & Wellbeing: Healthy relationships</u> Understanding what constitutes a healthy relationship Anti-Bullying Week How actions and behaviour affect relationships Boundaries and conflict negotiations</p> <p><u>Healthy Lifestyles</u> What influences our choices about health and wellbeing</p>	<p><u>Health & Wellbeing: Growing and changing</u> Aspirations, goals and feeling valued Intensity of ours and others' feelings and conflicting emotions Change Bereavement, loss and grief</p> <p>Keeping Safe Keeping safe on and offline Risk assessment and management Independence and responsibility</p> <p>Safer Internet Day</p>	<p><u>Relationships: Valuing difference</u> Challenging stereotypes Different types of relationships Maintaining relationships Respecting similarities and differences Bullying, discrimination and prejudice</p>	<p><u>Living in the Wider World: Rights and responsibilities</u> Topical issues concerning health and wellbeing Rules and laws The precedence of human rights over other laws, practices and traditions Consequences of anti-social behaviour</p> <p>Money Matters Finance, earning money and deductions Enterprise</p>	<p><u>Living in the Wider World: Environment</u> Responsibilities towards and how people contribute to communities and the environment The lives of people living in other places Road and water safety</p> <p>Growing and changing Hygiene talk with the school nurse</p> <p>Moving Up Managing change New class transition</p>

JUNIOR SCHOOL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
J6	<p><u>Relationships: Feelings, emotions and healthy relationships</u> Recognising and responding to others' feelings Keeping a confidence or secret Recognising and managing dares</p>	<p><u>Health & Wellbeing: Healthy relationships</u> Understanding what constitutes a healthy relationship <u>Anti-Bullying Week</u> How actions and behaviour affect relationships Boundaries and conflict negotiations</p> <p><u>Healthy Lifestyles</u> What influences our choices about health and wellbeing</p>	<p><u>Health & Wellbeing: Growing and changing</u> Aspirations, goals and feeling valued Intensity of ours and others' feelings and conflicting emotions Feelings and changes associated with puberty, including body image.</p> <p><u>Keeping Safe</u> Keeping safe on and offline Managing emergencies Alcohol, tobacco and drugs</p> <p><u>Safer Internet Day</u></p>	<p><u>Relationships: Valuing difference</u> Challenging stereotypes Different types of relationships Maintaining relationships Respecting similarities and differences Bullying, discrimination and prejudice</p>	<p><u>Living in the Wider World: Rights and responsibilities</u> Rights, responsibilities and duties Resolving differences Making decisions and choices The range of religious and ethnic identities in the UK How the media present information</p> <p><u>Money Matters</u> Finance, earning money and deductions Enterprise</p>	<p><u>Living in the Wider World: Environment</u> Responsibilities towards and how people contribute to communities and the environment How the earth's resources are allocated Road and water safety</p> <p><u>Growing and changing</u> Puberty talk with the school nurse</p> <p><u>Moving Up</u> Managing change New class transition</p>

SENIOR SCHOOL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<p>Values Our community World Mental Health Day Feed the Hungry</p>	<p>Anti-Bullying Week Odd Socks Day Dyslexia Awareness Movember</p>	<p>Spring Up! Day Safer Internet Day</p>	<p>Autism Awareness Random acts of Kindness</p>	<p>World Environment Day My Money Week Preparing for exams</p>	<p>World Ocean Day Transition Moving Up Day</p>
Year 7	<p><u>Health and Wellbeing</u></p> <p>Transition to secondary school Diet, exercise and how to make healthy choices</p>	<p><u>Living in the Wider World: Preparation and aspiration</u></p> <p>Study skills and introduction to careers</p> <p>Challenging career stereotypes and raising aspirations</p>	<p><u>Relationships: Friendships and Respect for the community</u></p> <p>Diversity, prejudice and bullying including cyber bullying</p> <p>Managing on- and off-line friendships</p>	<p><u>Relationships: Managing puberty and the issues of unwanted contact and FGM</u></p>	<p><u>Relationships: Self-esteem, romance and friendships.</u> Understanding feelings. <u>Family life, role models and respect for others and self</u></p>	<p><u>Living in the wider world</u> Career Pilot</p> <p>Children and Society Responsibility and rights, contribution to society and law. Part time jobs and helping around the home</p>

SENIOR SCHOOL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<u>Living in the Wider World</u> Introduction to Career Pilot Research skills Knowing your strengths and areas for development	<u>Health and Wellbeing: safety</u> Personal safety and health, The risks of alcohol, tobacco and other substances managing peer influence Online Safety and Digital Literacy	<u>Relationships:</u> Valuing difference: Actions, consequences and empathy Tackling racism and religious discrimination , promoting human rights Online safety and digital literacy	<u>Relationships</u> Sexuality and consent Safer Online relationships Types of Contraception including condom and the pill	<u>Health and Wellbeing:</u> Mental health and emotional wellbeing, including body image and how our feelings around this change. The role of media/social media	<u>Living in the Wider World</u> Exploring personal skills Resilience and Problem Solving. Finance Ethics and Decision making MORAL DILEMMAS*
Year 9 The RITE JOURNEY	<u>Relationships</u> Topic 1: Who Am I? Adolescence Childhood Where have I come from? My story.	<u>Health and Wellbeing</u> Topic 1 Who am I? Gratitude Deeper into my story My body Gender identity The brain and neurodiversity	<u>Relationships</u> Topic 2 How do I get on with people? Feelings Anger management Being a friend <u>Health and Wellbeing:</u> Sexual Health: The risks of STIs, sexting and pornography	<u>Living in the wider world</u> Career Pilot Influences, Choices and next Steps	<u>Health and Wellbeing</u> Topic 3: What is my purpose? Risk Taking Addictions Self-care Exam Preparation	<u>Living in the Wider World</u> Topic 3: What is my purpose? Making a difference Gratitude Being a man/ woman A letter to my future Self
Year 10	<u>Health and Wellbeing;</u> <u>Managing Change</u> Transition to key stage 4 and developing study habits Growth Mind-set, ambition and challenge Mental health and ill health, tackling stigma	<u>Relationships</u> Tackling relationship myths and expectations Online Safety - sexting and pornography	<u>Living in the Wider world:</u> Personal Safety - road awareness <u>Health and Wellbeing:</u> Sexual Health STIs / HIV	<u>Health and Wellbeing: social and emotional awareness</u> Exploring the influence of role models Evaluating the social and emotional risks of drug use	<u>Living in the wider world</u> Career Pilot Researching Post 16 Options University – Is it for me? Pathway Planner	<u>Relationships: Valuing Difference</u> British values , human rights and community cohesion, prejudice and discrimination <u>Living in the wider World:</u> Challenging extremism and radicalisation , Hate Crime and Cults

SENIOR SCHOOL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<u>Relationships:</u> <u>Emotional Literacy and Critical awareness:</u> Media, Consent , manipulation and respect Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage	<u>Living in the wider world:</u> Kudos plans beyond school Skills for employment Promoting self-esteem and coping with stress Learning and revision skills to maximise potential	Mock Exams <u>Living in the wider World</u> What's your verdict? Politics and Law	<u>Health and wellbeing independent contexts</u> Taking responsibility for health choices inc substance abuse and sexual health		
Lower Sixth	<u>Living in the Wider World</u> Responsibility and contribution to community Peer mentoring Preparing for the road/ Driving	<u>Relationships; safety with friends out and about</u> Alcohol and dangers Sexual Harassment Intervention Initiative	<u>Health and wellbeing</u> Healthy Eating Eating on a Budget Cooking easy meals	<u>Living in the wider world</u> Finance, gambling and scams Time management	<u>Health and Wellbeing</u> Exam preparation: Time management, managing stress <u>Living in the wider world</u> Planning Pathways Winning CVs	EXAMS <u>Living in the wider world</u> Preparation for UCAS, options at 18+, personal statements
Upper Sixth	<u>Living in the wider world</u> Work experience, personal statements and UCAS Admin including student finance	<u>Living in the wider world</u> Financial independence Living away from home	<u>Health and wellbeing</u> Mental Health Sources of Support Doctors, Dentists and other health services	<u>Relationships</u> Concentrating on relationships at Uni/ first job/ away from home. Healthy relationships and support. Re-visit Intervention Initiative/ Domestic Violence Sexual Health		