



PSHE Policy

Including:

Personal Social Health Education (PSHE)

Spiritual, Moral, Social, Cultural (SMSC) Education

This policy applies to all pupils in the school, including those in the EYFS.

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Signed: Mr John Clarke (Chairman of the Board)

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This policy should be read in conjunction with the following related documents:

- RSE Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Drugs and Alcohol Policy
- Fundamental British Values Log
- Home School Agreement for code of conduct expectations
- Privacy Policy
- Safeguarding and Child Protection Policy

The contributions PSHE/PSED and SMSC make to these policies is explicit within each of the policies

1 - Introduction to PSHE, SMSC and RSE

At Abercorn School, pupils' Personal, Social and Health Education (PSHE) alongside Relationship and Sex Education (RSE) their Spiritual, Moral, Social and Cultural (SMSC) development is influenced through a whole school approach. In the EYFS, these topics are planned under the title Personal Social and Emotional Development (PSED).

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to promote positive well-being, and support all young people to be resilient, healthy and safe.

Enriching the curriculum, school ethos and actively emphasising the school's values of; respect, fairness, determination, tolerance, kindness, forgiveness and responsibility, PSHE/PSED and SMSC contribute fully to life within school and outside into the wider community. Giving pupils the knowledge, skills and understanding needed to lead confident, healthy and independent lives as active and responsible citizens, we strive to imbed mutual respect and tolerance into all pupils at Abercorn. An appreciation and recognition of mental health plays a pivotal role in how we communicate development, 'health' and safeguarding.

As they grow up, our ethos and curriculum influences pupils to reflect on their experiences, and through our Growth Mindset values they recognise their own worth, work well as a team and become responsible learners resilient to change and adversity. Whilst developing pupils personally and socially, they also find out about the main political and social institutions that affect their lives and about their and others' responsibilities, rights and duties as individuals and as members of communities. Through the values of our school, pupils learn to understand and respect humanity, diversity and differences. In doing so, they can go on to form effective, fulfilling relationships and appreciate their own self worth.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals. It is taught with consideration of the Equality Act 2010.

2 - Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE/PSED lessons via a pupil survey.
4. Parent Consultation - parents were given the opportunity to explore this policy and provide any recommendations and feedback to members of the Academic Leadership Team. This consultation took place virtually.
5. Ratification – the policy was shared, reviewed and approved by the Board of Directors.

3 - Aims of PSHE/PSED

At Abercorn, our aim is to help our pupils understand and manage the way in which they are developing academically, personally and socially in a positive way – we want to equip them for adult life and to make a positive contribution to society. We encourage them to take a positive and active role in contributing to the life of the school and the wider community. We will provide opportunities for open and honest debate and sharing of experiences, in order for each pupil to begin to learn about their own and other people's feelings, ideas, responsibilities and motivations, including a focus on anti-bullying activities with discussion of differences between people and the importance of avoiding prejudiced-based language. By providing well-structured and engaging lessons we will enable our pupils to become confident, healthy and well informed citizens; aware that choices and behaviour can affect themselves, others and impact upon local, national and global issues. Pupil progress will be monitored and assessed as part of a continuous process which feeds back into lessons.

4- Objectives

Our objectives for the teaching and learning of PSHE/PSED are:

- to have a positive self-image in which they demonstrate recognition of their self-worth within the contexts of home, school and the wider community;
- to develop a deep and full understanding of the school values and how they positively affect decisions and actions they make in and outside of school;
- to develop an awareness of and respect for their own feelings and those of others on issues such as health, personal well-being, sexuality and spirituality;
- to make informed choices regarding personal and social issues;
- to know what is meant by a healthy lifestyle (physical and mental) and work towards attaining this for themselves;
- to become resilient individuals, valuing the opportunity to learn from challenges when they occur;
- to become thoughtful and responsible members of their community and their school;
- to promote the fundamental British Values;
- to recognise and respect the intrinsic worth of all individuals and especially the protected characteristics: age, disability, gender reassignment, sex, sexual orientation, race, religion or belief, marriage and civil partnership, and pregnancy and maternity;
- to encourage pupils to fulfil their potential by enabling pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work, careers, opportunities, training and education beyond school.

5 - Aims of SMSC

SMSC guides pupils to play a confident, informed role in society, have a fully developed values system, and be able to interact with other people, institutions and services in a positive way. Values such as kindness, empathy, honesty, respect, responsibility, independence, self-respect and respect for others are taught discretely as well as across the curriculum and resonate throughout school life. Abercorn commits to preventing discrimination and the promotion of partisan political indoctrination.

6 - Objectives of SMSC:

At Abercorn we believe SMSC is;

- to enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- to enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- to encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

- to present political views with reference to political belief and practice in order to demonstrate democracy and historical development;
- enable pupils 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 pupils to acquire an appreciation of and respect for their own and other cultures;
- allow for pupils to learn about the achievements of other cultures, including those outside Europe.
- to encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- to encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

7 - Delivery of the curriculum

At Abercorn School, PSHE/PSED and SMSC are delivered as a whole school approach through:

- the school's values
- discrete curriculum time and topics/units;
- a cross curricular approach in other subjects/curriculum areas;
- Abercorn's Growth Mindset characteristics of learning,
- extra curricular activities and school events;
- pastoral care and guidance;
- assembly times;
- integrating the wider community through inviting guest speakers to address the children;

8 - Organisation of the Curriculum

Curriculum provisions are combined with our whole school policies and practices. The cross-curricular learning opportunities are detailed in the schemes of work and medium and long term plans reflect a broad and balanced curriculum. Internet safety is embedded within the PSHE and RSE curriculums. Please see appendix 1 for an overview of the whole school curriculum map.

Early Years Foundation Stage (EYFS):

- In the Early Years Foundation Stage through the objectives set out in the Early Years Foundation Stage Development Matters/Learning Outcomes and Early Learning Goals (ELGs) for Personal, Social and Emotional Development and Physical Development (Health and Self Care). We also support citizenship education through our work on the specific area of learning, Understanding of the World. We ensure that there is relevant and acknowledged progression from the Early Learning Goals in the Early Years Foundation Stage to the objectives and attainment expectations for Key Stage 1.

Key Stages 1 and 2 (KS1 and 2):

- Whilst meaningful cross-curricular learning opportunities are fully explored and made explicit in the planning, the subject also has a discrete timetabled slot. This allows the teacher to deepen the learning of those topics which have explicit cross-curricular links, whilst ensuring that adequate time is given to the topic when this is to be taught discreetly. For example, when dealing with issues around personal safety or taking responsibility for your actions, we teach these objectives in discrete lessons. Whereas in other circumstances, such as transitioning back to school after COVID-19, we took a cross curricular approach to enhance the understanding and progression of all pupils in ensuring wellbeing and resilience were a key focus in all lessons.
- We accelerate progression through various activities and whole school events. For example, school assemblies celebrating achievement in demonstrating the School Values or charity events such as the Year 3 bake sale. In addition, the school council representatives from each year group meet regularly to discuss school matters and plan/implement actions to address these.

Key Stage 3 (KS3):

- At Key stage 3 we use the Cre8tive Curriculum PSHE scheme of work developed by pedagogical practitioners from across the UK and the PSHE Association Scheme of Work to inform our planning of these lessons. These lessons provide an ideal opportunity for developing project work skills in a meaningful and challenging manner; allowing children to extend their thinking skills; deepening their thought process while engaging in thoughtful debates and discussions. The cross-curricular links are developed and maintained and the curriculum planning aims, set out above, are still relevant at this Key Stage.

9 - Fundamental British Values (FBV)

The Department of Education states that there is a need to:

“Create and enforce a clear and rigorous expectation in 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”. This area is set out as part of the school’s effort to promote a thoughtful and interesting approach to Social, Moral, Spiritual and Cultural development among the pupils.

The Department of Education defines the fundamental British Values as follows:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Abercorn School reflects British values in all that we do. We encourage children to be creative, unique, open minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant young people and adults who make a positive difference to British society and to the world.

A log of our British Values Teaching can be found [here](#).

10 - PSHE Linked Careers Education

In KS2 and KS3, it is important that the children are already thinking about their futures in society and linking their choices to their future employment or education goals. The resources and topics available to the children in PSHE allows them to begin to identify their personal strengths and values, which they can utilise to explore and identify future career choices. The children are encouraged to explore their values and strengths at the start of the school year; something they will continue to reflect on throughout the year. At Abercorn we ensure we have guest speakers from different professions to give the children insight to different employment areas. Such events allow the children to challenge their strengths and use their reflection to think about further or higher education and careers that suit them.

11 - Monitoring and Review

The planning and delivery of PSHE/PSED is the responsibility of the PSHE Coordinator or class/form teachers and will be overseen by the PSHE coordinator.

The PSHE coordinator is also responsible for:

- supporting colleagues in their teaching, by keeping informed about current developments in the subject, and providing a strategic lead and direction for PSHE/PSED.

- undertaking observations of PSHE/PSED in practice and feeding back and supporting colleagues in the delivery of the subject.
- reviewing evidence of a variety of pupils' work and using this to inform future subject developments and assessment opportunities.
- keeping the SLT and ALT accurately informed of the successes and developments of PSHE/PSED
- performing their duties in accordance with the HOD job description.

Appendix

Appendix 1.

Term	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9
AUTUMN 1	PSED - Self-regulation	Be yourself	One world	Be yourself	One world	Be yourself	One world	Living in the Wider World		
AUTUMN 2	PSED - Self-regulation	Britain	Think positive	Britain	Think positive	Britain	Think positive	Living in the Wider World		
SPRING 1	PSED - Managing self	Aiming high	VIPs	Aiming high	VIPs	Aiming high	VIPs	Health and Well-being		
SPRING 2	PSED - Managing self	Money matters	Safety first	Money matters	Safety first	Money matters	Safety first	Drugs and Alcohol awareness		
SUMMER 1	PSED - Building relationships	TEAM	Respecting rights	TEAM	Respecting rights	TEAM	Respecting rights	Relationships		
SUMMER 2	PSED - Building relationships	It's my body	Growing up	It's my body	Growing up	It's my body	Growing up	Sex and Relationships: Communication, conception contraception		

Health and wellbeing

Relationships and Sex Education