

**SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)
BOURNE ACADEMY & SPALDING ACADEMY & GILES
ACADEMY**

PSHE and SMSC Policy

Aspire - Challenge – Achieve



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Trust Wide/BA/SA/GA		Executive Headteacher or Trustees

PSHE and SMSC POLICY

Policy Context and Rationale

This policy covers the South Lincolnshire Academy Trust's approach to PSHE and SMSC. The aim of PSHE (Personal, Social, Health and Economic Education) 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, prepare them for the opportunities, responsibilities and experiences of later life. This policy explains the methods of delivery and how the Trust meets national regulatory guidelines and expectations regarding PSHE and SMSC.

The SLAT believes that PSHE and SMSC should be at the centre of the curriculum. It is important that our students are prepared for the wider world of learning before they leave SLAT. It is vital that our students have a broad and balanced curriculum which “promotes the spiritual, moral, cultural, mental and physical development of students within the Trust and society and prepares them for the opportunities, responsibilities and experiences of adult life” (Educational Reform Act 1988).

At SLAT we believe that PSHE and SMSC should be promoted by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community.

Policy development

The PSHE and SMSC policy has been produced by the SLAT's PSHE team and will be reviewed and refined every two years in order to better serve and meet the needs of students in our community. The policy has been created through the Department for Education's statutory guidance for all schools and academies which is compulsory from September 2020. This is inclusive of SMSC which all schools in England must show how well their students develop in SMSC. SMSC is referenced throughout Ofsted's School Inspection Handbook. British Values is integrated into the PSHE/SMSC scheme of work as stated by the Department of Education November 2014. As of 1 July 2015, schools now have a legal duty to prevent students from becoming radicalised, which has been incorporated into the programme for PSHE and SMSC.

The consultation process in the ongoing development and review of this policy has involved consultation with the following groups:

- Junior Leadership Team;
- PSHE and SMSC leads;
- Senior Leadership Team;
- Teaching and support staff;
- Pastoral Team;
- Executive Headteacher of SLAT;

- Governors;

Documents that inform the Trust’s PSHE/SMSC policy include:

- Education Act (1996);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2016);
- Children and Social Work Act (2017);
- SLAT Safeguarding Policy (appendix 16) – Reporting concerns linked to RSE;
- SLAT RSE policy;
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance Feb 2019;
- PSHE Association – PSHE Education Programme of Study (Key Stages 2 and 4);
- Good careers guidance: Reaching the Gatsby Benchmarks.

Policy aims and objectives

The aim of PSHE and SMSC is to provide students with the knowledge and skills that will prepare them for experiences and opportunities in later life. We aim to promote cultural awareness, positive values, tolerance and to help students to be positive individuals in the community. At the centre of our curriculum is the promotion of positive mental wellbeing and we believe in providing the necessary information and support to help students in having a positive mental wellbeing.

The PSHE programme aims to:

- Develop a student’s knowledge and understanding of what constitutes a healthy lifestyle;
- Incorporate British Values into the curriculum;
- Encourage every student to be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, assisting students to make informed choices regarding personal and social issues;
- Communicate effectively;
- Encourage students and teachers to share and respect each other’s views;
- To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work;
- Develop good relationships with other members of the Trust and the wider community;
- Respond to challenge;
- Respond to local community needs;
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment;
- Enable students to be aware of risk;
- To encourage appreciation of, and concern for, the environment;
- To provide the statutory elements required by the Department of Education regarding Relationships and Sex Education (RSE) and Physical Health and Wellbeing;
- To ensure that all students are provided a high quality PSHE programme designed to meet individual needs;
- To ensure that materials used in delivering the PSHE programme are free from racial and/or gender stereotypes and that they fully support the values of equal opportunities.

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.

Within the Trust all staff are expected to model approaches that build these values with students. At the Trust these values are reinforced regularly and in the following ways:

- Democracy - Students have the opportunity to have their voice heard through the House Councils and the School Council. All students on the House Councils are voted in by their classmates. The Councils meet regularly and representatives can bring issues raised during Tutor time for discussion. Councils are often asked to consider school wide issues such as the School Code of Conduct and the Anti-Bullying Policy. All responses are fed back to the SLT who adjust policies if appropriate and explain reasoning for non-action if necessary.
- Students are invited to put forward their views and give feedback about the Trust via Student Focus Groups along with the annual PASS questionnaire where they are able to put forward their views. We are increasingly adopting a “You said, we did” approach to ideas brought forward from students and observations. Students often act as tour guides and advocates for the Trust to involve them in the process of sharing and developing our ethos and sense of community. Head Students also contribute to Trust events and in doing so model our approach.
- The Rule of Law - The importance of laws, whether they be those that guide behaviour for learning in lessons and in school (our Code of Conduct), or those that govern the country, are consistently reinforced by the Trust. Students are encouraged to understand the value and reasons behind laws and rules in that they govern and protect us and the responsibilities that this involves along with the consequences when laws or rules are broken. Students are encouraged to make positive choices about their behaviour in relation to our framework of expectations so that they can learn the importance and value of working positively with regard to laws and rules.
- Individual Liberty –Trust students are actively encouraged to make well informed choices, knowing that they are in a safe and supportive environment. As a Trust we educate and provide boundaries for young people and empower them to take responsibility for their decisions. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons which are reinforced through SMSC tutor group activities and assemblies.
- Mutual Respect - Mutual respect is at the heart of our values. Our Trust ethos and policies both in principle and practice revolve around demonstrating respect for the rights of others as well as appreciating alternative opinions, backgrounds and cultures. Students learn that their behaviours have an effect on their own rights and those of others.
- Tolerance of those of Different Faiths and Beliefs - This is achieved through enhancing students’ understanding of their place in a culturally diverse society nationally and by giving them opportunities to experience such diversity where they may not have the opportunity in the immediate locality. Assemblies are delivered and discussions about prejudice and

prejudice-based bullying are encouraged across the curriculum wherever the opportunity presents itself.

- Assemblies are especially supported through the KS3 PSHE and RSE programme and the KS3/4/5 SMSC tutor time programme. PSHE days reinforce messages of tolerance and respect for others and actively promote and celebrate diversity. Trust visits to places of worship or places that are important to different faiths and cultures help in encouraging understanding and tolerance.

Learning and teaching

PSHE is delivered to year groups 7 and 8 in one hour lessons every week. Year 7 and 8 students will develop the concepts of Health and Wellbeing, relationships and living in the wider world.

- Students in Year 7 will explore the following topics: Transitions from primary to secondary school, Staying Safe, Being healthy, Diversity and Environmental issues;
- Students in Year 8 will explore the following topics: Staying safe online and on the streets, Mental health and wellbeing, Human rights, World Issues and careers;
- Students in Years 9-13 are taught SMSC twice a week in form time. SMSC form time have an extended form time that will run from 2:50-3:20pm;
- Students in Years 9-11 will explore the following topics: Substance abuse, Ethical issues, Spirituality, Careers guidance, Self-image, politics, RSE, Healthy body healthy mind, E-Safety, Financial management, inspirational stories, Law and Order, Diversity, Radicalisation, Equality, British Values, mental health, revision skills and current affairs;
- Years 12-13 will explore the following topics: the effects of alcohol, drug substance abuse, RSE, financial management, careers and UCAS.

The three PSHE days involve Years 7-13, students will be off their normal timetable and given a new timetable for the day where all students cover a range of topics that support the PSHE/SMSC programme these include: RSE, First Aid, alcohol and drugs awareness, crime and consequences, personal wellbeing, financial wellbeing as well as careers. On the PSHE days the Trust will have a range of talks and activities arranged by specialist outside agencies and trained staff in school, including, but not limited to, PSCOs, Lincolnshire Fire and Rescue, Teenage Cancer Trust, Lincs Integrated Sexual Health Services (LISH), Lincolnshire Road Safety Partnership, Positive Health (Lincolnshire), Prison Me No Way, MAD agency and Too fast too soon.

Within form time students have a weekly assembly. A significant part of the assembly rota has been allocated to PSHE and SMSC where current local or national issues are discussed in Year assemblies and House assemblies.

During form time the students and the tutor will discuss a wide range of news stories to encourage students to have an awareness of current events. This also stimulates debate and discussion in tutor time. The Trust currently uses www.theday.co.uk which make the news stories and video links age appropriate for students.

Throughout the academic year events to encourage community fund raising and charity are organised e.g. Red Nose Day, House charity events, the Christmas Hamper Challenge, Children in Need.

Volunteering and Community based projects are encouraged through a wide range of activities e.g. The Duke of Edinburgh Award.

In addition to the teaching of PSHE/SMSC within the classroom, we also cover PSHE/SMSC through:

- Core and foundation subjects;
- Assemblies;
- House activities;
- Charities work;
- Theatre production;
- Student council;
- Junior Leadership Team;
- Invited visitors;
- Mentoring;
- Buddying;
- Interventions;
- Whole-school events;
- Educational visits and trips;
- Residential experiences;
- Sports teams;
- Rewards and recognition;
- The Duke of Edinburgh Award.

Elements of the PSHE and SMSC Curriculum are also delivered through other areas of the Trust curriculum e.g. Religious Studies, Science, English, PE, Drama, IT and Health and Social. A Trust audit has been carried out to identify areas that compliment and support the PSHE/SMSC curriculum in accordance to DfE guidance.

Assessment

As with any learning process, assessment of PSHE and SMSC development is important. It provides information that indicates students' progress and achievement and informs the development of the programme. We will assess students' learning and progression through a mixture of self-assessment, reflections and knowledge tests.

We will determine students' prior knowledge for PSHE and SMSC by conducting a baseline of the students' learning at the beginning of the year. This is then reflected on at the end of each theme to assess the students understanding of the theme.

Students will have the opportunity to assess their own knowledge of future themes at the beginning of the academic year, then at the end of the theme the students will reflect on their own learning experiences. The process of self-assessment and evaluation has a positive impact on a student's self-awareness and self-esteem. There will be various opportunities in PSHE/SMSC to assess their progress such as; student self-assessment during sessions within specific units of PSHE/SMSC, peer assessment and staff feedback.

At the end of each PSHE theme students will be set a reflection quiz for homework on Show My Homework. The information gathered will be used to assess the students' confidence in the subject and will help the leads to adapt further lessons.

Creating a safe and supportive learning environment

Safeguarding

Staff both involved and not involved in the teaching of PSHE/SMSC are aware of the procedures to be followed in the event of a concern for a student. They will follow the Trust's child protection code of practice and adhere to the Trust's Safeguarding Policy (appendix 16) regarding how to report concerns using My Concern.

Safe and Effective practice

We will ensure a safe learning environment by delivering lessons where students feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking skills.

During the course of the PSHE/SMSC programme there will no doubt be occasions when PSHE teachers and students will be faced with handling difficult questions. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Where necessary staff will use distancing techniques, such as the use of an anonymous question box. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering or able to answer within the classroom, they have the right to decline to answer and provision would be made for another person or persons to meet the individual child's needs. This may involve referring the child back to their parent/carer or appropriate advice service for an answer. Where a question gives rise to a safeguarding concern advice should be sought from the Safeguarding Lead.

Staff members will not discuss and will decline to answer questions relating to their own personal lives, mental health or sexual choices. Staff members will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE.

The PSHE/SMSC department will create a safe and supportive learning environment by:

- Ensuring that the pastoral team and year leads are aware of curriculum to ensure that students are correctly supported;
- Ensuring that where students indicate that they may be vulnerable and at risk, they will get appropriate support;
- Giving staff training to ensure that staff are aware of how to teach sensitive topics;
- Staff following the Trust's Safeguarding/Child Protection policy.

Entitlement and equality of opportunity

We promote the needs and interests of all students, irrespective of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, personal circumstance or special educational need. We will not exclude access to PSHE for any student at any time.

Roles and Responsibilities

PSHE/SMSC SLAT Leads

The PSHE/SMSC programme will be led, designed and reviewed by PSHE/ SMSC SLAT leads at all Trust schools.

They are responsible for ensuring that all statutory elements of the guidance from the Department of Education are applied appropriately. The PSHE/ SMSC leads are responsible for monitoring and evaluating the programme in the Trust's context. They are also responsible for liaising with visitors to the classroom whose expertise will be used to enrich learning and to address specific national and local health priorities.

Governor

John Stokes is the governor who is linked to PSHE/SMSC. The governor is to be kept up to date on legislation and the Trust's commitment to the PSHE/SMSC programme. They will meet with the SLAT PSHE/SMSC lead to discuss the progress of the programme.

SLAT Executive Deputy Headteacher

Is responsible for liaising with the SLAT PSHE/SMSC leads for the overall development and implementation of the programme.

Timetabled Classroom teacher

All timetabled classroom teachers are expected to deliver the PSHE programme to their allocated classes in line with the guidance from the PSHE/SMSC lead. They are to ensure that student work is kept in the exercise book / folder as provided and that the objectives for each lesson are met. All timetabled classroom teachers are expected to take part in the monitoring and evaluation of the PSHE/SMSC programme and to contribute to its contextual development.

All teaching staff delivering PSHE/SMSC will adhere to the OFSTED guidance that recommends that it is necessary for students to learn the correct language associated with body parts so that they are able to talk confidently with health professionals.

Every effort will be made by all staff to include all students in every lesson regardless of ability. Teachers will use a variety of techniques to include all students and every effort will be made to adapt each lesson to include students with differing learning styles.

Teachers responsible for teaching PSHE/SMSC will receive training in termly PSHE/SMSC meetings, allocated Continuing Professional Development time and training days.

Outside Agencies

The PSHE/SMSC programme will be supported by outside agencies, health professionals and members of voluntary organisations on the three PSHE days in the school calendar year. However, care will always be taken to ensure that any sessions delivered by other parties or professionals are compliant with this policy and that their contribution complements our planned provision. They will be made aware of this policy and will be expected to work within the values framework described within. The PSHE/ SMSC Lead will ensure that the visitor's contributions to lessons are in line with the learning outcomes of the Trust's PSHE/SMSC programme and a teacher will be present during the whole lesson to which a visitor has been invited to participate.

Parents

SLAT's PSHE/SMSC programme is part of a shared responsibility with parents. Students are encouraged to inform their parents of the issues which have been discussed to further their discussions.

Engaging stakeholders

We are committed to working with parents and carers of our students. Parents and carers will be informed about the policy through the Year 7 welcome assembly to parents. The policy is available to parents and carers through the Trust website. We will communicate with parents and carers by letters home and information on the website regarding PSHE days and updates. If parents or carers wish for more information, they are invited to contact the PSHE/SMSC lead.

Parents/carers do not have the right to withdraw their children from PSHE but they can withdraw from Sex Education and from the Religious Studies element of the PSHE/SMSC curriculum. For more information regarding RSE please see the RSE policy on the website for more details.

Monitoring, reporting and evaluation

The PSHE/SMSC programme is monitored and evaluated by those teaching it and the Head of PSHE and SMSC. The Head of PHSE and SMSC will conduct scheduled workbook checks. The Head of PSHE and SMSC will regularly meet with the Junior Leadership Team to gather student voice about PSHE days and the PSHE Scheme of Work. The student voice will be influential in adapting and amending planned learning activities in the PSHE/SMSC programme. Any changes are discussed with the appropriate line managers and the Trust Executive Headteacher and any changes brought to the attention of the Governors.

Links to Other Policies

This policy can be used in isolation as a point of reference when considering the Trust's approach to personal and social development. It can also be viewed as part of a wider group of policies concerned with student welfare. These include:

- Relationships and Sex Education Policy (RSE);
- Equal Opportunities Policy;
- Safeguarding Policy;
- Anti-Bullying Policy;
- Behaviour Management Policy;
- Health and Safety Policy;
- Prevent
- Drugs Policy.

Review

This policy will be reviewed in July 2022. It will be reviewed by SLAT PSHE/SMSC leads. This will ensure that the curriculum and policy is up to date and reflects local and national needs and guidance.

