

PSHE and SMSC Policy

Policy Folio	Quality of Education Folio
Lead Policy Holder	Head of Curriculum
Policy Date	September 2021
Policy Version	V9
BoD Adoption	November 2021
Review Cycle and Date	Biennial (November 2023)

Organisational Aim
<p>Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with.</p> <p>We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH).</p> <p>Our educational staff, Multi-Disciplinary Team (MDT) of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.</p> <p>By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't have to be bound by the past but can build a bright future - if they have the right support.</p> <p>Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school, we aspire to being outstanding, so our students can be too – as exemplified in our school motto:</p> <p style="text-align: center;"><i>'Being the Best We Can Be'</i></p> <p>Our Aims are to:</p> <ul style="list-style-type: none"> ▪ Meet the previously unmet needs of young people and enable learning and employment ▪ Provide positive interventions into barriers to learning and negative family or intergenerational life cycles ▪ Contribute to community and social change ▪ Reduce costs to society in terms of both social and economic benefits. <p>To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.</p>

School Aims

The School for Inspiring Talents (SfIT) aims to meet the following criteria:

- Teachers have high expectations of all students.
- Teaching engages and includes all students with work that is challenging enough and that meets the students' needs as identified by teachers.
- Teachers command the respect of their classes, set out clear expectations for students' behaviour in line with school policy and the direction set by school leaders, start and finish lessons on time and manage teaching resources effectively.
- Students' responses, in lessons and over time, demonstrate sufficient gains in their knowledge, skills and understanding, including those of literacy and mathematics.
- Teachers monitor students' progress in lessons and adapt their approach consequently; they also monitor students' progress over time and use the information well to adapt their planning.
- Teachers seek to assess the effectiveness of their own teaching and adapt this accordingly.
- Assessment is frequent and accurate and used to set challenging work that builds on prior knowledge, understanding and skills.
- Information at transition points between schools is used effectively so that teachers plan to meet students' needs in all lessons from the outset.
- Students understand how to improve their work.
- Teaching helps to develop a culture and ethos of *'to be the best we can be.'*
- Teaching across the school prepares students effectively for the next stage in their education.

Glossary of Acronyms

ACEs	Adverse Childhood Experiences
BoD	Board of Directors
CGAS	Children's Global Assessment Scale
CoP	Code of Practice
CPOMS	Child Protection Online Management System
CWP	Christopher Winter Project
DfE	Department for Education
DSL/DDSL	Designated Safeguarding lead/ Deputy Designated Safeguarding Lead
ExP	Executive Principal
FBV	Fundamental British Values
FGM	Female Genital Mutilation
HoC	Head of Curriculum
HoMDT	Head of Multi-Disciplinary Team
ISS	Independent School Standards
LGBTQ+	Lesbian, Gay, Bi, Trans, Queer, Questioning - and ACE People
LSA	Learning Support Assistant
MDT	Multi-Disciplinary Team
NC	National Curriculum
OSIP	Operational School Improvement Plan
PSHE	Personal, Social, Health and Economic
RE	Religious Education
RSE	Relationships and Sex Education*
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SEPS	Self-Evaluation Position Statement
SMSC	Social, Moral, Spiritual and Cultural
SfIT	School for Inspiring Talents
SLT	Senior Leadership Team

* This document uses RSE to include both Relationships Education and Relationships and Sex Education.

Statement of Intent for this Policy

This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across all school sites. It demonstrates the school's commitment regarding Fundamental British Values (FBV), Personal, Social, Health and Economic (PSHE) Education as well as Social, Moral, Cultural and Spiritual (SMCS) development to and for students, parents, and other partners. This Policy has been developed by the Head of Curriculum (HoC) through consultation with stakeholders.

This Policy contributes to the school's Therapeutic, Quality of Education and Wellbeing and Personal Development Folios.

Why is this Policy Important?

The students at SfiT have had challenging starts to life, where key areas of personal and social growth may not always have occurred or developed in a 'healthy' manner. Many students have had limited exposure to beliefs or communities outside of their own; and it is due to this that we believe that FBV along with PSHE education and SMCS development is vital for our students not only to prepare and enable them to succeed whilst at school, but beyond.

PSHE education has significant potential to boost students' life chances, helping them to develop the character, resilience, and skills they need to become fulfilled young people, to succeed academically and, in the workplace, and reduce barriers to learning, particularly for the most disadvantaged students. Therefore, it is central to the building blocks and ethos that make up our curriculum and is regarded as a core entitlement for all students.

We are committed to providing all our students with the confidence and ability to embrace the challenges of creating a happy and successful adult life; by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships - building their self-efficacy. The successful implementation of this policy will enable our students to become more rounded individuals, able to keep themselves safe and play a contributory role in society.

Our School Aims To:

- Ensure that students develop the knowledge and understanding, skills, capabilities, and attributes, needed for mental, emotional, social, and physical wellbeing, now and in the future.
- Facilitate our students' ability to develop the relevant knowledge and understanding, skills and attitudes, needed to stay safe, become independent and reach their full potential in life.
- Provide support and opportunity for our students to achieve and experience personal success in essential skills, health and wellbeing, life skills, personal, social, and emotional development.
- Deliver high quality, evidence-based and age-appropriate teaching of PSHE and FBV promoted through SMSC, effectively helping prepare students for the opportunities, responsibilities, and experiences of adult life.
- Promote the spiritual, moral, social, cultural, mental, and physical development of our students, at school and in society.
- Give clear, impartial information.
- Help our students to function and earn effectively for independence in their lives after they leave school.
- Ensure inclusivity and that we meet the needs of all our students [referring to the guidance for the preparation for adulthood outcomes, as set out in the SEND (Special Educational Needs and Disabilities) Code of Practice (CoP)].
- Nurture a positive understanding of 'self' for each of our students, enabling them to accept and celebrate their individuality with confidence.
- Encourage students to deeply respect and accept every person's inner worth, regardless of their diverse characteristics and beliefs, or whether we agree with them or not.

The intended outcomes of our PSHE and SMSC programme (and from the promotion of FBV) aims to foster and stimulate debate amongst the students and inform them of key corroborated facts to enable them to:

- Have a sense of purpose
- Develop their self-knowledge, self-esteem, and self-confidence
- Value self and respect others
- Form better relationships and communicate effectively
- Understand critical topics such as drugs in society, alcohol, and climate change
- Make informed choices and understand the principal risks and issues involved
- Distinguish right from wrong, understand and respect the law and need for order

Life Chance.

- Become better citizens and accept responsibility for their actions
- Understand that certain actions have consequences that go far beyond the act e.g., knife crime, unprotected sex or bullying
- Encourage students to accept responsibility for their behaviour show initiative, and be active citizens in the local community and to society more widely
- Respond to challenge and change
- Develop a pluralistic approach to issues and solutions
- Enable students to acquire a broad knowledge and respect for public institutions and services
- Respect cultural and religious diversity and pluralism
- Recognise importance of identifying and combatting discrimination
- Encourage respect for democracy and support for participation in the democratic processes
- Be an active partner in their own learning and future earning
- Become healthy and fulfilled individuals

Statutory / Legislative Basis

PSHE Education is compulsory for independent schools and current regulations and guidance from the Department for Education (DfE) state that PSHE Education is both an important, and necessary part of all students' education; outlining that it should build upon the content outlined in the National Curriculum and guidance on Drug Education, Financial Education, Relationships and Sex Education (RSE), and the importance of physical activity and diet for a healthy lifestyle.

Relationships Education is compulsory for all students receiving primary education with RSE compulsory for all students receiving secondary education. Health Education is compulsory for all students. At SfIT, we teach RSE as part of our PSHE curriculum and as set out within the RSE policy.

All schools are required to develop the SMSC, mental and physical growth of students and actively promote the FBV of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At SfIT development of SMSC is an inherent part of the way we work, embedded in the therapeutic and trauma informed culture and ethos of the school. This is modelled by staff and taught overtly in PSHE, being recognised, and celebrated alongside the personal and academic achievements of students.

The PSHE and SMSC policy links to our Curriculum Policy which sits in the Teaching and Learning Folio because PSHE is at the core of our Therapeutic Curriculum. It sits within the Wellbeing and Personal Development Portfolio of Policies which SfIT has adopted. It therefore relates to, supports, and complements other policies in that themed grouping which include:

- | | |
|--|--|
| ▪ Anti-Bullying Policy | ▪ Medical Conditions Policy |
| ▪ Animals in School Policy | ▪ Positive Touch Policy |
| ▪ Child Protection & Safeguarding Policy | ▪ RSE Policy |
| ▪ E-safety Policy | ▪ Student Voice Policy |
| ▪ Equalities and Diversity Policy | ▪ Therapeutic (Behaviour) Support Policy |

Documents that inform SfIT's FBV, PSHE & SMSC policy include:

- The Children Act (1989 and 2004 amendment), as amended by the Children and Social Work Act (2017)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- The Education (Independent School Standards) Regulations (2014)
- The Equality Act 2010, particularly the public sector equality duty (PSED) (s.149 of the Equality Act) and the Special educational needs and disability (SEND) code of practice: HM Government (2014)
- Supplementary Guidance SRE for the 21st century (2014)
- Guidance from the Department for Education, Promoting fundamental British Values through SMSC (2014)
- HM Government, Prevent Duty Guidance: For England and Wales, Counter Terrorism Act (2015)
- PSHE Association report, A curriculum for life: A case for statutory Personal, Social, Health and Economic (PSHE) education (2017)
- The Data Protection Act (2018) and General Data Information Protection Regulations.

- Statutory guidance from the Department for Education, The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019, updated 2020), issued under Sections 34 and 35 of the Children and Social Work Act (2017)
- Guidance from the Department for Education, Personal, social, health and economic education (updated 2021)
- Keeping Children Safe in Education – statutory safeguarding guidance (2012, updated 2021)

Monitoring, Review & Evaluation (MRE) : Compliance - Consistency - Impact

Monitoring, Review and Evaluation (MRE) is undertaken to ensure that we are delivering on what we say we want to achieve. There is a comprehensive action plan and schedule, details of which are found in our MRE and QA Plan. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance and for Quality
- Implementation match with our Intent
- Consistency between staff and sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round. Our framework for MRE approaches in FBV, PSHE and SMSC are achieved via 3 key approaches:

Accountability MRE

- Our Board of Directors Link Portfolio Visits and Observations
- Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- Termly Directors Scrutiny of the CEO & Executive Principal (ExP) Reports to the Board
- Termly H&S checks
- Directors Involvement in the cycle of Policy Review
- Financial and Curriculum Resource Monitoring

Internally

- Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- Individual Student Assessment Framework and Trackers
- CEO & ExP's Observations, Spot Sampling and Random Checks
- Monthly Senior Leadership Team (SLT) Progress Reviews of the Operational School Improvement Plan (OSIP)
- HoC, HoS and Subject Leaders Monitoring including Learning Walks and Deep Dives
- Appraisal & Performance Management approaches
- SchoolPod, CPOMS Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- Weekly safeguarding meetings
- Staff Briefings and Debriefs
- Student Voice Surveys
- Peer Reviews through Team Working
- CPD Evaluations

Externally

- Referring LAs' Annual Health Checks and Audits
- Commissioned Reviews of aspects of practice – specialist and generic e.g., Behaviour, Health & Safety
- Feedback from submissions for Awards and Quality Standards e.g., TISS
- Parent / Carer Feedback e.g., via Class Dojo; and User Schools feedback
- Ofsted Monitoring and Inspection Visits

Policy

1. Definition

We define PSHE as Personal, Social, Health and Economic education, helping students to stay safe, healthy, and prepared for life's challenges and opportunities. We define SMSC as Spiritual, Moral, Social and Cultural

Education, aiding students to be reflective and respectful, cooperative, and appreciative; further developing these skills through the promotion of FBV.

2 Delivery

a) CURRICULUM DESIGN

- i) PSHE is taught as a core subject, for all students, at least four times per week. SMSC development and FBV teaching is embedded within this. PSHE is planned and delivered following the PSHE Association's Planning Framework for Students with SEND (Key Stages 1-4).
- ii) The PSHE curriculum is planned and organised into six key areas:
 1. **Self-Awareness.**
 2. **Self-Care, Support and Safety.**
 3. **Managing Feelings.**
 4. **Changing And Growing.**
 5. **Healthy Lifestyles.**
 6. **The World I Live In.**
- iii) Learning intentions outlined for each topic area are organised into progressive stages, starting with the first stage '**Encountering**' to the last stage '**Enhancement**,' with each stage building on the one before.
- iv) SflT students have often missed chunks of education prior to their arrival with us, so within the teaching of PSHE, prior knowledge checks will be done to identify and address any gaps in coverage. This also ensures that learning is matched to the needs of our students through individual assessment, bespoke planning, and differentiation; being age and stage appropriate and relevant (*including emotional maturity and where students are in trauma recovery*).

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

- v) Our PSHE programme is taught through a range of teaching methods and interactive activities, with opportunities being presented to students (where appropriate/possible) to:
 - Experience taking and sharing responsibility
 - Feel positive about themselves and others
 - Reflect on their perceptions and experiences and think about the future they want for themselves.
 - Develop the understanding, language, communication skills and strategies required to demonstrate personal autonomy wherever possible
 - Carry out or take part in personal living routines
 - Make real decisions (with support where necessary so that they can act upon them)
 - Take part in group activities and make contributions
 - Develop and maintain positive relationships and interactions with others
 - Recognise and celebrate their achievements and successes.
- vi) Throughout all the planning and design of sessions, and in the delivery of the content, we aim to reflect our students' starting points and lived realities, making the content and references ones they can relate to meaningfully

b) CURRICULUM CONTENT

i) The PSHE curriculum content covered in each key stage and year group is as follows:

Section	Key Stage 1 & 2 Topic Areas	Key Stage 3 & 4 Topic Areas
Self-Awareness	Things We Are Good At Kind And Unkind Behaviours Playing And Working Together People Who Are Special to Us Getting On with Others	Personal Strengths Skills For Learning Prejudice And Discrimination Managing Pressure
Self-Care, Support, And Safety	Taking Care of Ourselves Keeping Safe Trust Keeping Safe Online Public And Private	Feeling Unwell Feeling Frightened/Worried Accidents And Risk Keeping Safe Online Emergency Situations Public And Private Gambling
Managing Feelings	Identifying And Expressing Feelings Managing Strong Feelings	Self-Esteem And Unkind Comments Strong Feelings Romantic Feelings and Sexual Attraction Expectations Of Relationships/Abuse
Changing And Growing	Baby To Adult Changes At Puberty Dealing With Touch Different Types of Relationships	Puberty Friendship Healthy And Unhealthy Relationship Behaviour Intimate Relationships, Consent & Contraception Long Term Relationships/Parenthood
Healthy Lifestyles	Healthy Eating Taking Care of Physical Health Keeping Well	Elements Of a Healthy Lifestyle Mental Wellbeing Physical Activity Healthy Eating Body Image Medicinal Drugs Drugs, Alcohol and Tobacco
The World I Live In	Respecting Differences Between People Jobs People Do Rules And Laws Taking Care of The Environment Belonging To a Community	Diversity/Rights and Responsibilities Managing Online Information Taking Care of The Environment Preparing For Adulthood Managing Finances Linking into Careers Education and Vocational preparation/choices

*See Appendix 1 for the Long-Term Curriculum Plan of when topics will be taught

*See Appendix 2 for a non-exhaustive list of subjects covered within these

- ii) High quality resources support our PSHE provision and will be regularly reviewed. Selected resources such as books and film clips will be used which support and promote understanding within a moral/values context and underpin SfIT's therapeutic and trauma informed approach. Currently staff use the *PSHE Associations Lesson Plans And Resources*, *Dimensions 3D PSHE Lesson Plans*, *Christopher Winter Project (CWP)*, *Educate Against Hate And Brook Resources* to help them plan their lessons with confidence.
- iii) PSHE lessons along with SMSC development and promotion of FBV will link to/complement learning in every aspect of our curriculum, with strands in all subject areas across the four key stages and which are identified in schemes of work and planning.
- iv) Students work in PSHE will be recorded and collated using individual workbooks or where deemed more appropriate a class 'Floor Book'.
- v) Assessment in PSHE will take the approach whereby staff will individually assess students for each topic area termly. Students will aid in evaluating and assessing their own progress where possible.

c) Teaching and Learning Methods used in PSHE

i) At SfIT we strongly feel that:

Social and environmental awareness follows on from self-awareness and a student's ability to make sense of their current situation within a socio-economic framework; and that PSHE should be delivered and planned by trained, competent and confident teachers and/or specialists from outside. Effective provision should lead to measurable outcomes in terms of knowledge, skills and understanding behaviour.

ii) A variety of methods and approaches are used depending on the subject nature and its degree of difficulty. Students are asked challenging questions within a safe environment and are encouraged to speak their minds without being judged by adults or peers.

iii) The following methods can be employed:

- Collaborative Work
- Group Discussions
- Negotiations
- Use Of Drama/Role Play
- Use Of ICT And Virtual Reality

iv) Teachers use the PSHE Associations guidance 'Assessment in PSHE: Putting it into practice' to support high quality Teaching and Learning (T&L) in PSHE and support learners to reflect and identify what they have learnt, what needs to be learnt next, as well as being clear about their progress from their starting points and how their learning may be improved.

v) Staff will raise and discuss PSHE, SMSC issues, and FBV during sessions where it overlaps with a particular topic. For example, in Reading, a play or book might tackle the issue of race and cultural differences. This offers an ideal opportunity for a classroom discussion to broaden thinking and explore aspects of the issue involved.

d) SMSC Implementation and Examples of how SfIT supports the Development of SMSC across the Curriculum

i) At SfIT we consider it important to promote students' SMSC development and suitably prepare them for life. It is the responsibility of all adults working at SfIT to reinforce key SMSC concepts, through our principal aim to stimulate students' awareness of big issues and questions of the time – such as:

- *'How should I act and respect others?'*
- *'Where do I belong and what is my identity?'*
- *'How can I contribute best to society?'*
- *What really matters?'*

ii) The Importance Of Spiritual Development:

- The school celebrates different festivals and awareness days
- Classes go on cultural trips learning about other cultures and beliefs
- The students are encouraged to be aware of others and their own beliefs
- Students are encouraged to be good role models
- Relationships are built between parents/carers and children through work with Family Support Workers
- RE is taught and evidenced through Topic work

iii) The Importance Of Social Development:

- Children have breakfast together to foster community and nurture relationships
- Morning Welcome Activities focus on social development & link to students' individual targets for SEMH
- Group time at the end of each day allows for discussion of key themes and topics
- Students needing further relational work have keyworkers and keyworker time
- Support for all children through the MDT and access to Trauma Recovery Practitioners
- Support for all parents/carers through the MDT and access to Family Support Workers
- The students go on class trips
- Students are supported at break and lunch times with 'Play For Learning' and are supported to learn to play

iv) The Importance Of Cultural Development

- The school is visited by specialists, delivering workshops with specialisms
- The children watch and discuss Newsround at least weekly
- The school supports inclusion for all within Topic work – learning about the countries of the world
- The students learn about FBV through our PSHE framework and within 'Group Time' sessions
- A variety of performances are seen by the students
- The students are encouraged to question the world around us, promoting curiosity
- The students learn about different cultures through hospitality & cooking food from around the world
- The children get a chance to visit religious places of worship.

v) The Importance Of Moral Development

- PSHE lessons and scheduled regulatory activities to help promote mindfulness and aid in reducing incidents of dysregulation, learning to develop emotional literacy and how to deal with differing issues effectively, in turn reducing issues surrounding prejudice and racism etc
- Our students are fully supported by the MDT and our trauma informed approach and practice within school to deal manage the difficult issues many face outside of school
- All students have access to keyworkers as and when needed
- We have 3 key school rules, **'Ready, Respectful and Safe'**
- Our therapeutic and relational behaviour policy is the same throughout the school, with expectations being modelled
- Restorative justice helps manage issues that arise during lessons and during 'Play for Learning'
- Children follow the news and watch Newsround at least weekly
- Our teachers are skilled in developing students respect and empathy to others in class and out
- The school council meet regularly to discuss school events or matters of importance such as healthy lunches
- The children have 'Group Time' daily to promote belonging and enable issues of morality to be discussed as needed.

- vi) Our SMSC offering meets the ISS, and the desired outcomes and associated school actions can be viewed in Appendix 3.

d) Safe And Effective Practice

- i) We will ensure a safe learning environment with teachers and staff following the PSHE Associations, *'Handling Complex Issues Safely in the PSHE Classroom,'* (2018) guidance. Staff will take students complex life stories into consideration, seeking advice from our MDT where needed, using a therapeutic and trauma informed approach in all lessons.
- ii) Distancing techniques such as stories, scenarios, clips from TV programmes or case studies will be used to provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows students to engage more objectively with the lesson content.
- iii) Teachers and students will follow the rule of **'Ready, Respectful, Safe'** and agree any necessary additional ground rules specific delivery of more sensitive topics.
- iv) All staff teaching PSHE will be supported by the HoC, HoMDT and the PSHE Subject Lead.

d) Safeguarding

- i) Teachers are aware that when they lead whole-class sessions on issues like mental health, such discussions can trigger responses in individual students who may then choose to make a disclosure about a personal situation or lead to a disclosure of a child protection issue.
- ii) Through our delivery of and policy of PSHE, SMSC and FBV, SfiT is in line with the Government's PREVENT theme of the anti-terrorist strategy CONTEXT.
- iii) Teachers will consult with the Designated Safeguarding Lead (DSL) and in their absence, the DDSL.
- iv) Visitors/external agencies which support the delivery of PSHE will be informed of SfiT's safeguarding protocols and will be required to be supportive of the whole school's approach to PSHE, SMSC and promotion of FBV.
- v) The protocol for inviting visitors into lessons is to submit a request form to the HoS.
- vi) This policy promotes the stance that this is everyone's duty to ensure they do not undermine the FBV which are detailed in the current *Teacher Standards - Part Two: Personal and Professional Conduct*.

- vii) Students who are vulnerable or 'at risk' will be identified through the weekly safeguarding meetings and the HoS will be informed to ensure that provision is suitable, and that support is planned.
- viii) All incidents relating to students' protection and wellbeing are recorded on CPOMS with specific categories used to capture data to inform our PSHE planning and provision. These categories are:

- | | |
|---------------------|----------------------|
| ▪ Domestic Violence | ▪ Self-harm |
| ▪ Emotional Related | ▪ Suicidal Thoughts |
| ▪ Grooming | ▪ Peer-on-Peer Abuse |
| ▪ Neglect Related | ▪ Physical Bullying |
| ▪ Physical Related | ▪ Racist Incident |
| ▪ Sexual Related | ▪ Sexual Harassment |
| ▪ Mental Health | ▪ Verbal Bullying |

This data is interrogated at a whole school level and for individual school sites. This ensures that patterns and trends are identified over time but also discussed as they emerge at weekly safeguarding meetings with a plan created to make certain emerging themes are tackled swiftly.

Where required specific categories can be explored for individual class groupings, helping to recognise where interventions may be required for individual students or groups of students.

However, teaching year on year is through a planned, spiral curriculum rather than a reactive measure in response to events.

Our PSHE and SMSC provision is part of our whole-school approach that can mediate any specific issues that arise (such as racism or other incidents).

e) Engaging Stakeholders

- i) Parents/Carers will be informed about this policy through consultation via an electronic survey, and of its approval and publication by email, and where necessary, post. The policy will be available to parents/carers through the SfiT website and available in paper copy upon request.
- ii) We are committed to collaborating with parents and carers through ongoing consultations, questionnaires, and parent information workshops via '**Tea for Talk**' sessions. It is through these sessions that parents can view the materials and resources used. We work closely with parents/carers to ensure that they are fully aware of what is being taught and provide additional resources and support through the MDT and our family practitioners.
- iii) We will notify parents/carers of what PSHE content will be taught when, at the beginning of each term. Parents/Carers have the right to withdraw their child(ren) from RSE content that is not part of statutory National Curriculum (NC) Science and details regarding this can be found within our RSE policy. Although students can be withdrawn from receiving Religious Education (RE), they cannot be withdrawn from lessons in NC subjects that teach about religion. This includes PSHE and sessions that involve SMSC development and FBV.
- iv) Student Voice will be used to review and tailor our PSHE programme and SMSC offering to match the different needs of students.

Roles, Responsibilities and Commitments

The PSHE and SMSC programme will be overseen by the HoC - alongside the PSHE Subject Lead. It will be taught by all teaching staff, supported by Learning Support Assistants (LSAs) and the MDT.

All Staff	Are to uphold the values of our school and ensure that our school aims and intended outcomes for PSHE, SMSC and FBV are achieved.
Designated Specialist Staff	<p>Head of Curriculum (HoC): e.hanbury@sfit.org.uk Head of Multi-Disciplinary Team (HoMDT): j.sanders@sfit.org.uk PSHE Subject Lead: d.parr@sfit.org.uk Executive Principal (ExP): p.jenkins@sfit.org.uk</p> <p>Are responsible for the curriculum intent and implementation of PSHE, SMSC and FBV, ensuring that teachers and support staff are effectively trained, prepared, and resourced to deliver high quality PSHE.</p> <p>MDT staff may be asked to support teaching staff when the proposed content may potentially be 'triggering' for students based on their complex life stories and trauma.</p> <p>It will be the responsibility of the PSHE Subject Lead to inform the Head of Curriculum of the impact of the PSHE curriculum and SMSC development, monitoring the trends and patterns that arise to ensure provision is adapted to continue to meet the needs of our diverse cohort of students.</p> <p>The HsoS, the HoC, the ExP and the CEO may all conduct MRE spot checks and learning walks with a focus on PSHE, SMSC and FBV.</p>
Teachers	<p>Staff understand that PSHE, SMSC and FBV for our students is a core part of our curriculum. Due to the complex nature of the students, we have at Sfit, it is expected that staff will need and should seek additional guidance from the MDT where they may feel content may be potentially 'triggering' for students.</p> <p>Staff therefore are responsible for:</p> <ul style="list-style-type: none"> Teaching high quality PSHE Developing students SMSC and awareness of FBV Delivering PSHE in a sensitive way Modelling positive attitudes to PSHE, SMSC and FBV Monitoring progress Responding to the needs of individual students Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE <p>To ensure this occurs, staff are encouraged to follow the PSHE Associations published guidance documents on:</p> <ul style="list-style-type: none"> Handling Complex Issues Safely Disrespect NoBody Gambling Education Teaching About Consent Teaching About Body Image Inclusion, Belonging and Addressing Extremism Fertility And Pregnancy Choices Addressing Pornography Teaching About Mental Health and Wellbeing Keeping Safe FGM Guidance Teaching Students with SEND About Alcohol and Other Drugs Dental Health Health Education Economic Wellbeing <p>Staff do not have the right to opt out of teaching PSHE.</p> <p>Staff who have concerns about teaching PSHE are encouraged to discuss this with the ExP.</p>

LSAs	Are committed to supporting the teaching of high quality PSHE, students' development of SMSC and the promotion of FBV.
MDT	Are committed to supporting and advising the teaching team on therapeutic and trauma informed practice when teaching PSHE. They will help provide specialist provision for students who are unable to take part in whole class sessions due to their complex life stories and will support parents/carers where required.
Business Support Staff	N/A
Students	Are responsible for helping to shape the PSHE and SMSC provision provided to students at SfIT. Sharing their thoughts and opinions on the programme provided and reflecting upon how this can be developed. Students are expected to take part in PSHE where possible and, when discussing issues related to PSHE or SMSC, treat others with respect and sensitivity, upholding our FBV. However, staff will be observant of each student's life story and how the content may be challenging.
Parents and Carers	Can usefully help to shape the PSHE provision provided to students at SfIT, sharing their thoughts and opinions on what is provided, and how it can be developed. Parents and carers have a commitment to their child to help support and prepare them appropriately for adulthood. They will be informed at the beginning of each term and through Class Dojo/newsletter/tea for talk sessions of upcoming PSHE topics. Parents/carers have the right to withdraw their children from RSE content that is not part of statutory National Curriculum (NC) Science (as per the RSE Policy).
Agencies, Contractors and Visitors	Agencies, contractors, and visitors have a responsibility to be aware of the school's safeguarding procedures and work in complete unity with SfIT's overarching aims. Where we use an external organisation or visitor to deliver sessions, the aim will be to supplement learning provided by the teacher, not replace it.
SLT	The SLT are responsible for ensuring that PSHE is taught consistently across the school and that SMSC and promotion of our FBV is embedded within this. They are responsible for managing requests to withdraw students from non-statutory components of RSE.
BoD	This policy defines the responsibility of the BoD to ensure coverage of PSHE and SMSC development takes place at SfIT, including the promotion of FBV. The Board of Directors will approve the PSHE and SMSC Policy and scheduled revisions, and hold the ExP, HoC and HoS to account for its implementation. Termly sessions with the designated Link Portfolio Director may address specific issues relating to this policy and its delivery in practice.

Relevant Data Sets

1. Parent/Carer Consultation Results

- a) 100% of respondents (12/12) to the Parent & Carer Consultation:
 - Agreed that PSHE and RSE were important parts of the school curriculum
 - That these topics can make a real difference to students live
 - Felt happy talking to their child about PSHE topic areas
 - Understood and agreed with the content of the policy and did not feel changes were needed
 - felt that the resources used to aid teaching and learning were thorough
- b) 92 % of respondents were:
 - Aware of the topics that would be covered in PSHE lessons
 - Understood that lessons will be adapted to ensure content is appropriate for individuals
 - Suggestions were made to help improve Sfit's PSHE/RSE provision being: Creation Of Parent/Carer Support Handouts

2. Children's Global Assessment Scale (CGAS) Scores

3. Students Motional Scores

Relevant Resources

- **Better Health, Every Mind Matters** (*Public Health England, resources to teach PSHE to upper KS2, KS3 and KS4*)
- **Christopher Winter Project** (*Resources to support teaching RSE in primary and secondary schools with confidence, resources too support teaching about drugs and alcohol*)
- **Disrespect NoBody** (*Home Office & PSHE Association, teaching resources on preventing teenage relationship abuse*)
- **NSPCC** (*Talk Pants resources – lesson plans, teaching guidance etc*)
- **PSHE Association FGM** (*Guidance, lesson plans and resources*)
- **Rise Above** (*Resources to support secondary school teachers when promoting positive health, wellbeing, and resilience among young people*)
- **Sexwise** (*Resources to support the teaching of all aspects of sexual and reproductive health*)
- **Stonewall** (*Best practice toolkits and resources to support the teaching of LGBTQ+ inclusivity*)
- **Winston's Wish** (*Resources and lesson plans for teaching and learning about loss and bereavement*)

Appendices (Embedded/E-links)

Equality Act 2010: advice for schools, DfE, 2013, updated 2018

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Handling complex issues safely in the PSHE education classroom & creating a safe learning environment, PSHE Association, 2018

<https://pshe-association.org.uk/curriculum-and-resources/resources/handling-complex-issues-safely-pshe-education>

Keeping children safe in education (statutory guidance for schools and colleges) DfE, 2015, updated 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Preventing and tackling bullying (guidance for schools) DfE, 2013, updated 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Promoting children and young people's emotional health and wellbeing (advice for schools) DfE, 2015, updated 2021

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Promoting and supporting mental health and wellbeing in schools and colleges, DfE, 2021

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

Relationship Education, Relationships and Sex Education and Health Education (statutory guidance for schools) DfE, 2019, updated 2021

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Teaching about consent in PSHE education – KS3 & 4, PSHE Association, 2015

<https://pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

Teaching about relationships sex and health (guidance for schools) DfE, 2020, updated 2021

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

Sexual violence and sexual harassment between children in schools and colleges, DfE, 2017, updated 2021

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Sharing nudes and semi-nudes: advice for education settings working with children and young people, UK Council for Internet Safety, 2020 (updated 2021)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Appendix 1 – Annual Curriculum Plan for PSHE

Key Stage 1 & Key Stage 2		
Autumn 1	Self Awareness	<ul style="list-style-type: none"> ▪ Things We Are Good At ▪ Kind And Unkind Behaviours ▪ Playing And Working Together ▪ People Who Are Special To Us ▪ Getting On With Others
Autumn 2	Self Care, Support & Safety	<ul style="list-style-type: none"> ▪ Taking Care Of Ourselves ▪ Keeping Safe ▪ Trust ▪ Keeping Safe Online ▪ Public And Private
Spring 1	Managing Feelings	<ul style="list-style-type: none"> ▪ Identifying And Expressing Feelings ▪ Managing Strong Feeling
Spring 2	Changing & Growing	<ul style="list-style-type: none"> ▪ Baby To Adult ▪ Changes At Puberty ▪ Dealing With Touch ▪ Different Types Of Relationships
Summer 1	Healthy Lifestyles	<ul style="list-style-type: none"> ▪ Healthy Eating ▪ Taking Care Of Physical Health ▪ Keeping Well
Summer 2	The World I Live In	<ul style="list-style-type: none"> ▪ Respecting Differences Between People ▪ Jobs People Do ▪ Rules And Laws ▪ Taking Care Of The Environment ▪ Belonging To A Community

Appendix 1 – Annual Curriculum Plan for PSHE

Key Stage 3 & Key Stage 4		
Autumn 1	Self Awareness	<ul style="list-style-type: none"> ▪ Personal Strengths ▪ Skills For Learning ▪ Prejudice And Discrimination ▪ Managing Pressure
Autumn 2	Self Care, Support & Safety	<ul style="list-style-type: none"> ▪ Feeling Unwell ▪ Feeling Frightened/Worried ▪ Accidents And Risk ▪ Keeping Safe Online ▪ Emergency Situations ▪ Public And Private ▪ Gambling
Spring 1	Managing Feelings	<ul style="list-style-type: none"> ▪ Self-Esteem And Unkind Comments ▪ Strong Feelings ▪ Romantic Feelings And Sexual Attraction ▪ Expectations Of Relationships/Abuse
Spring 2	Changing & Growing	<ul style="list-style-type: none"> ▪ Puberty ▪ Friendship ▪ Healthy And Unhealthy Relationship Behaviour ▪ Intimate Relationships, Consent, & Contraception ▪ Long-Term Relationships/Parenthood
Summer 1	Healthy Lifestyles	<ul style="list-style-type: none"> ▪ Elements Of A Healthy Lifestyle ▪ Mental Wellbeing ▪ Physical Activity ▪ Healthy Eating ▪ Body Image ▪ Medicinal Drugs ▪ Drugs, Alcohol, And Tobacco
Summer 2	The World I Live In	<ul style="list-style-type: none"> ▪ Diversity/Rights And Responsibilities ▪ Managing Online Information ▪ Taking Care Of The Environment ▪ Preparing For Adulthood ▪ Managing Finances ▪ Linking into Careers Education & Vocational Choices /Preparation

**All students in a class follow the same theme and topic, however, student starting points are assessed and learning is tailored to the progressive stage that each individual is working at. This builds annually, enabling depth and mastery.*

Appendix 2 – Subjects Covered Within The PSHE Programmes Topic Areas:

The following Topics will be included in the rolling programme and/or within cross curricular themes (A selection only):

- British Values and Key Institutions
- Careers Education, Guidance, Information Advice and Guidance
- Citizenship
- Different Types of Bullying
- Drug and Alcohol Education
- Economic Well-Being and Managing Personal Finance
- Emotional Wellbeing and Happiness
- Environmental/Social Issues of The Day – Global Warming, Corporate Social Responsibility, Climate Change, Child Labour
- Financial And Economic Capability
- How To Improve Your Memory and Revision Skills
- Importance Of Community Engagement and Stakeholders
- Internet Safety Education, Cybercrime, and Intimidation
- Knife Crime
- Leadership
- Mental Illness and Depression
- Nutritional Wellbeing and The Benefits of Physical Exercise
- Religion And Cultural Pluralism
- Respect For the Law: The Distinction Between Right and Wrong
- Role Of Non-Government Organisations (NGOs) In Society
- Sex And Relationships
- Social Networking Sites, Fun and Dangers
- The Dangers and Facts About Drugs, Alcohol and Tobacco
- The Importance of Music in Society
- The Role and Value of Art in Society
- The Significance of Trial by Jury and British Justice System
- The UN Declaration of Human Rights
- Work-Related Learning

Appendix 3 – ISS Desired Outcomes and School Actions

Desired Outcomes	
Regulation (2a)	
<p>Enable Students to Develop Their Self-Knowledge, Self-Esteem, and Self-Confidence:</p> <ul style="list-style-type: none"> ▪ Respect for themselves and others ▪ Awareness of other peoples' belief systems, cultures, and values ▪ How to better communicate personal views with confidence, either in writing or through debate ▪ How to take responsibility for their own actions ▪ How to value the non-material issues in life – an appreciation of intangibles, such as love, truth, aesthetic values, friendship and help to others 	<p>School Actions (A selection only):</p> <ul style="list-style-type: none"> ▪ Promote teaching styles that place value on students' questions to generate their own ideas and comments ▪ Ensure that the learning environment is free from impediments to learning and that all students learn in an environment where they can 'be the best they can be'. ▪ Encourage spiritual development through learning experiences.
Regulation (2b)	
<p>Enable Students to Distinguish Right from Wrong and To Respect the Law:</p> <ul style="list-style-type: none"> ▪ Develop a better understanding and respect for the law ▪ Be able to distinguish right from wrong ▪ Understand that actions have consequences ▪ Take responsibility for actions and outcomes ▪ Express their own views and understand moral dilemmas 	<p>School Actions (A selection only):</p> <ul style="list-style-type: none"> ▪ Teach students via visits from the police the key elements of law as relevant to young people ▪ Provide a clear and consistent framework of values and behaviour that is promoted throughout the school ▪ Reward appropriate behaviour and insight ▪ Provide students with good role models and models of virtue through a combination of methods ▪ Highlight the importance of tolerance of others and the issue of discrimination.
Regulation (2c)	
<p>Encourage Students to Accept Responsibility for Their Behaviour, Show Initiative and Understand How They Can Contribute to Community Life:</p> <ul style="list-style-type: none"> ▪ Show respect for each other, living things, and the environment ▪ Participate in activities relevant to the local community ▪ Take part in a democratic process at the School ▪ Appreciate that many people are disadvantaged & discover ways they can involve themselves in charitable work 	<p>School Actions (A selection only):</p> <ul style="list-style-type: none"> ▪ Actively foster a sense of community and inclusion at the school ▪ Provide opportunities for positive group activities ▪ Provide opportunities for leadership and responsibility within the school ▪ To reinforce the importance of self-responsibility to learning and organising material
Regulation (2d)	
<p>Provide Students with A Broad General Knowledge of Public Institutions and Services in England:</p> <ul style="list-style-type: none"> ▪ Have a clear understanding of key British public institutions and their role in society ▪ Understand how citizens of the UK can express their views and opinions ▪ Understand the importance of democracy, its strengths and how other systems compare 	<p>School Actions (A selection only):</p> <ul style="list-style-type: none"> ▪ Arrange guest speakers from the emergency services ▪ Arrange guest speaker from the NHS ▪ Involve students in some form of democratic process within the school ▪ Involve students in wider debates about key issues relating to society
Regulation (2e)	
<p>Assist Students to Acquire an Appreciation of And Respect for Their Own and Other Cultures in A Way That Promotes Tolerance and Harmony Between Different Cultural Traditions:</p> <ul style="list-style-type: none"> ▪ Understand the dynamics that have shaped their own cultural heritage and backgrounds § Appreciate the importance of cultural diversity and respect for other peoples' beliefs ▪ Appreciate the harm that develops from intolerance of others and how it can lead to racism ▪ Be encouraged to actively tolerate not only those of other cultural and religious beliefs, but of those who do not hold any religious beliefs 	<p>School Actions (A selection only):</p> <ul style="list-style-type: none"> ▪ Using outside agencies and speakers, encourage students to explore and listen to other cultural practices and religious beliefs ▪ Encourage debate and discussions about other cultures and belief systems ▪ Within the thematic approach look at different cultures and for example prepare food celebrating this or artwork/music