

Bingley Grammar School



Personal, Social, Health and Citizenship Education (PSHCE) and Spiritual, Moral, Social and Cultural (SMSC) Procedures

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1. Rationale

Personal, Social, Health and Citizenship Education (PSHCE) and Spiritual, Moral, Social and Cultural Education (SMSC) at Key Stages 3, 4, and 5 help students lead confident, healthy, and responsible lives as individuals and as members of the BGS, local, national, and global community.

Through lessons and a wide range of activities across and beyond the curriculum, students develop the knowledge, understanding, and practical skills they need to make informed decisions, maintain positive wellbeing, and respond thoughtfully to the spiritual, moral, social, and cultural issues they encounter as they move towards adulthood.

The curriculum provides opportunities for students to reflect on their experiences and personal development. It enables them to understand and manage an increasingly diverse range of relationships, appreciate and respect difference, and value the diversity of the communities in which they live.

PSHCE and SMSC also promote students' wellbeing, resilience, and self-esteem, encouraging them to believe in their ability to succeed and empowering them to take responsibility for their learning, future aspirations, and career pathways.

At Bingley Grammar School, our PSHCE and SMSC provision is explicitly underpinned by our core values of **Respect**, **Commitment**, and **Collaboration**, and our mission of *"working together to be the best that we can be."* We are committed to providing a caring, safe, and inclusive environment where every member of the school community is valued and supported.

- **Respect:** Fostering mutual respect, value for diversity, self-respect, and consideration for others across all aspects of school and community life.
- **Commitment:** Encouraging dedication to personal growth, academic learning, resilience through challenges, and taking responsibility for future career pathways.
- **Collaboration:** Promoting strong partnerships between staff, students, parents, and the wider community to build a shared sense of belonging and mutual support.

In line with statutory national guidance, the school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are woven throughout the curriculum, school culture, and everyday experiences. Together with our school values of **Respect**, **Commitment**, and **Collaboration**, they shape the character of our



students and support our vision of working together to be the best that we can be.

2. Target & Curriculum Structure

Our curriculum targets are regularly reviewed to reflect the changing needs of our school community, student voice, and legislative frameworks. Our structure is designed as follows:

- **Key Stage 3 (Years 7–8, with Year 9 as a bridge):** Focuses on embedding a culture and skills of Leadership, Organisation, Resilience, Initiative, and Communication (LORIC). This creates a school journey grounded in **Respect**, **Commitment**, and **Collaboration**, creating a culture where all students are "working together to be the best that they can be," enabling them to grow into young adults and succeed academically and daily.
- **Key Stage 4 (Years 10–11):** Aligned with the PSHE Association framework across Health & Wellbeing, Relationships, and Living in the Wider World. Students demonstrate **Commitment** to personal development and **Collaboration** as active community members, preparing them for post-16 pathways.
- **Key Stage 5 (Years 12–13):** A specialised programme of study and support managed under AHT leadership of sixth form

3. Current Delivery Provision:

- A 60-minute lesson every other week.
- A 30-minute tutor period every other week (KS4 PSHCE / KS3 LORIC).
- Dedicated Drop Down Days throughout the year.
- A robust assembly programme supporting the PSHCE long-term plan.
- Staff planning and training integrated into CPD Wednesdays.

4. Success Criteria

The shared success criteria across key stages require students to:

- Have equal access to an age-appropriate, broad PSHCE/SMSC curriculum.
- Develop awareness of the effects of their actions and accept responsibility for them.
- Play an active and positive part in the school and wider community.
- Share an understanding of a system that fosters **Respect**, **Commitment**, and **Collaboration**.
- Contribute to a culture of "working together to be the best that we can be."



- Experience safe discussion and reflection on personal attitudes.
- Acquire knowledge regarding physical, emotional, social, and spiritual changes through adolescence.
- Foster self-esteem, self-respect, self-worth, and positive self-images.
- Acquire a deep awareness of risks, citizenship, safety, and the law.

5. Provision & Inclusion

Delivery takes place via a whole-school approach:

- Subject-integrated PSHCE/SMSC learning.
- Theme weeks (e.g., Mental Health, British Values, Anti-Bullying).
- Special Educational Needs (SEN) and Equality: Provision meets the needs of all protected characteristics under the Equality Act 2010 (6 primary strands: age, disability, religion, race, sexual orientation, gender) in coordination with the Learning Support Faculty. Vulnerable groups receive targeted pastoral support.

6. Teaching Methods & Staff Roles

Teachers employ dynamic, active learning strategies (ground rules, high-order questioning, consensus building, debate, role-play).

7. Role of PSHCE/SMSC Leads:

- Raise awareness among staff and establish best practices.
- Lead policy and curriculum development.
- Organise CPD and monitor/evaluate programme delivery.
- Work with external partners such as Step2 to ensure policy and curriculum are fit for purpose

8. Assessment & Marking

Assessment in PSHCE measures learning progress and impact rather than assigning personal judgement or simple pass/fail grades.

Assessment Type	Purpose	Activities
Baseline Assessment	Determines prior knowledge and establishes starting	Mind maps, structured discussions, quizzes, continuums.



	points.	
Formative Assessment	Tracks progress against learning objectives during lessons.	Role-play, exercise book reflection, group work, presentations.
Summative Assessment	Summarizes achievement at the end of a unit.	End-of-unit quizzes, displays, closing presentations.

9. Marking Guidelines:

- Positive, constructive feedback following BGS Marking/Literacy Codes.
- Books marked at the end of every topic via an end-of-unit quiz with TPGG/written feedback provided.
- Dedicated time given for student responses.

10. Handling Sensitive Issues, Ground Rules & Confidentiality

- **Ground Rules:** Established in all classrooms to ensure open, safe, and respectful discussions.
- **Distinction of Content:** Clear boundaries between class discussions and individual support.
- **Safeguarding Disclosures:** Explicitly detailed in line with statutory child protection pathways. If a student makes a sensitive disclosure or is deemed at risk of harm, staff must immediately notify the Designated Safeguarding Lead (DSL) or Deputy DSL.

11. Complaints & Withdrawal Procedures

Complaints should be directed to the Deputy Headteacher overseeing PSHCE. Parents wishing to exercise the right of withdrawal from non-statutory Sex Education must consult the standalone RSE Policy.

12. Legislative & Statutory Cross-Referencing Audit

- **Children and Social Work Act 2017 & DfE Statutory Guidance (RSHE):**
 - **Status: Compliant.** Inclusion of compulsory Relationships, Sex and Health Education elements covers statutory requirements.
- **Education Act 2002 (Section 78) / Academies Act 2010:**



- **Status: Compliant.** Fulfils the duty to provide a broad and balanced curriculum promoting spiritual, moral, cultural, mental, and physical development.
- **Equality Act 2010:**
 - **Status: Compliant.** Explicitly addresses protected characteristics and adaptation for SEN/vulnerable learners.
- **Keeping Children Safe in Education (KCSIE):**
 - **Status: Compliant.** Safeguarding, peer-on-peer abuse, and DSL referral pathways are clearly aligned.
- **Right to Withdraw (Secondary):**
 - **Status: Compliant.** References the right to withdraw from non-statutory Sex Education (up until 3 terms before the student turns 16) while noting Health & Relationships Education are mandatory.

This policy is to be reviewed annually. Further amendments may be made in line with changes to legislation and guidance.

Originator: MMA

Link Governor: D Mann

Date of Review: September 2026

Next review: September 2027



Appendix 1: Guidance on the teaching of sensitive and controversial issues:

<http://www.citizenshipfoundation.org.uk/main/page.php?92>

<https://www.pshe-association.org.uk/>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

<https://www.gov.uk/government/publications/sex-and-relationship-education>

