Personal, Social, Health Education and Spiritual, Moral, Social and Cultural Procedures

Rationale

Personal, Social and Health and Spiritual, Moral, Social and Cultural Education (PSHE/SMSC) at Key Stages 3 and 4 helps students to lead confident, healthy and responsible lives as individuals and members of the BGS/local/national and international society. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. The curriculum gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choices of courses and careers. Thus at Bingley Grammar School we aim to maintain a caring, safe and supportive environment in which we promote mutual respect and consideration for others, both within the school community and through the wider community it serves, in turn creating a sense of belonging, where a child can grow and therefore have the overall aim to succeed in their daily lives.

This is in response to national guidelines on SMSC that all schools have a duty to ‘actively 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. However, this is not something we simply ‘bolt on’ it is something we nurture over time and is intrinsic to our culture and ethos of ‘Belong, Grow, Succeed’.

Target

As a school in October 2016 we reviewed our target for our PSHE and SMSC Education. This was in direct response to staffing and student voice. Within this we split it into two aims to reflect the school structure

Key Stage 3 (KS3) – Year 7/Year 8 – To embed a culture and the skills of leadership, organisation, resilience, initiative and communication (LORIC)
thus creating a sense of **belonging** within BGS, from which they can **grow** into young adults.

**Key Stage 4 – Year 9/Year 10/Year 11** – To prepare students for the future, learning how to enter and cope in the adult world through the developing the skills of leadership, organisation, resilience, initiative and communication (LORIC), therefore allowing them to **succeed**.

In October 2017 we further reviewed this to ensure our curriculum reflected the changing regional, national and international climate. We were also aware of the need for continuity between KS3 and KS4, therefore we felt Year 9 would be a bridging year where we could continue with the key fundamentals of LORIC.

In July 2018 we continued our review of our offer, and from September 2018 we ensured we had embedded LORIC within Y7 – Y10 and also within this incorporated our BGS Learning Journey, to these year groups, allowing students to take part in individual and group tasks which undermine our school values of Belong, Grow, Succeed.

In January 2019 we have further reviewed this and will be adapting our approach in line with relationships and health aspects of PSHE education becoming compulsory in all schools from 2020. Thus ensuring that students are fully prepared for young adult life.

In January 2020 we have further reviewed our curriculum and in the Summer term we will be completing consultation with parents on this in line with relationships and health aspects of PSHE education becoming compulsory in all schools from September 2020.

**Success Criteria**

We created a shared set of success criteria which would straddle the two key stages to ensure continuity. The aims for our students are as follows:

- To have equal access to an age appropriate and broad PSHE/SMSC curriculum
- To develop an awareness of the effects of people’s actions and an acceptance of responsibility for their own actions.
- To play an active and positive part in the school community. □ To develop a broader understanding of the school’s wider community at a local, national and international level.
• To share an understanding of values and a school system that fosters an ethos of **Belong, Grow, Succeed**.

• To experience opportunities for discussion and reflection relating to their own attitudes and those of others in a safe environment.

• To acquire knowledge and understanding about physical, emotional, social, spiritual and creative changes that occur as students grow through adolescence.

• To acquire information about how the body functions and the effects that dangerous substances and activities can have.

• To learn from the actions of positive role models who value caring relationships and healthy lifestyles.

• To foster self-esteem, self-respect, self-worth and positive self-images.

**Provision**

To enable this, we also reviewed the provision with the wider curriculum playing a key role within this. It was agreed that at Bingley Grammar School **PSHE/SMSC** should be delivered through a whole school approach, which includes:

- weekly sessions taught within form groups.
- a PSHE/SMSC curriculum tied into specific subjects within the calendar year, therefore adding a greater value to the subject matter.
- the introduction of PixL Edge to create a greater understanding for students and staff about student/staff input into the ethos of **Belong, Grow, Succeed**.
- PSHE/SMSC related activities, assemblies and school events.
- at least 3 theme weeks per term e.g. Holocaust awareness, British values, Mental Health ▪ The Learning Journey
- pastoral care and guidance.
- Half term focuses for assemblies led by the Key Stage Leaders, e.g. Hate Crime/Social Media use/Anti Bullying

**See further information in Appendix 1 below regarding overall structure**

**Curriculum provision for students with SEN**

PSHE/SMSC is planned and delivered to meet the specific needs of particular groups in terms of age, ethnicity, gender, sexuality, ability and special educational needs in line with the 6 strands of equality.

Those students with special educational needs are catered for in accordance with advice from the Learning Support Faculty. This includes modified scripts
for visually impaired students and ensuring that a range of learning opportunities exist to accommodate a range of learning styles. Those students who are more vulnerable to mental health issues, substance abuse and teenage pregnancy will be supported through information in PSHE/SMSC lessons and individually through the Pastoral System.

Teaching Methods and Learning

Good teaching of PSHE/SMSC relies on using appropriate methods for the aim of the lesson or unit of work and the needs of the students in the lesson. All teachers are encouraged to develop a repertoire of flexible, active learning methods including:

- the establishment of ground rules
- agenda setting
- effective starting and ending strategies
- high order questioning skills
- strategies to build a positive learning environment
- collaborative/group work
- information gathering and sharing
- consensus building
- problem solving
- understanding/respecting another point of view
- working with feelings and imagination
- reflecting, reviewing and evaluating
- facilitating drama and role-play
- facilitating quality discussion and debate

Role of PSHE/SMSC Co-ordinators

The Co-ordinators will:

- raise awareness amongst all staff of their contribution to the students’ personal and social development and agree the overall aims, objectives and priorities.
- establish a shared view of best practice to which all students are entitled
- lead policy development.
- agree the main priorities for the students’ personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- arrange/lead appropriate support and training for staff.
- monitor and evaluate the programme, including the use of outside agencies, and students’ responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant LEA/PSHE Foundation courses and network meetings.

**Assessment**

In PSHE/SMSC there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety or British Values.
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

To do this the school, as of January 2017 in Year 7 and Year 8, are utilising PiXi Edge to allow students to record their own input to school and wider life with specific aspects linked back to the PSHC/SMSC curriculum. This will then be extended at KS4 (Year 9/10/11) with students been given the opportunity to undertake a GCSE within this subject area.

However, we must stress assessment in PSHE/SMSC does not imply that students are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This can be particularly important when working with pupils from diverse backgrounds or who have emotional and behavioural difficulties. It is about progression over time with the PSHE/SMSC curriculum having an impact on all aspects of school life. This includes exam preparation in which engagement with learning is essential and can impact overall behaviour.

**Recording**

Evidence of personal and social learning and development can come from:
handling sensitive issues/confidentiality

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/SMSC. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

Ground Rules

Fundamental to PSHE/SMSC is the need to discuss sensitive, controversial and challenging social and moral issues, and to make sense of them in the context of students’ own life experiences now and in the future. It is important that any such discussion takes place in a climate of trust, co-operation and support. Teachers aim to model a healthy relationship and create a safe, defined environment in which pupils can share their feelings, explore their values and attitudes, express their opinions and consider those of others without attracting negative feedback. Therefore, Ground Rules will be agreed in class and staff will receive the necessary training and support. Ground Rules will include a range of issues from agreement on personal disclosure, appropriate vocabulary to use, respecting others’ opinions and making it clear that each person always has a choice.

Dealing with Questions
Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

All members of the school community should be aware of confidentiality.

Teachers should keep the welfare of the student as the focus.

If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

Meanings will be explained in a sensible and factual way.

If a teacher is concerned that a pupil is at risk of abuse the relevant DSL or Deputy DSL should be informed immediately and the usual child protection procedures followed.

If a disclosure of any other nature is made (e.g. pregnancy) the teacher should immediately refer it to the DSL or Deputy DSL.

See further information in Appendix 2 below

Complaints Procedure and Right to Withdraw

Any complaints about the PSHE/SMSC Programme should be made to the Assistant Headteacher (AHT) with responsibility for PSHE/SMSC

Parents can elect to withdraw their children from all or part of sex education where it is provided outside of the statutory programmes of study within the National Curriculum (see further information section).

It may be necessary to make parents aware of the implications of removing their child and parents will be encouraged to discuss this with staff before reaching a final decision. A letter will be sent to parents notifying them of the content of any sex education programme of study prior to the unit of work being delivered in Key Stage 3.

Other Related Policies

All subject policies should indicate their contribution to PSHE/SMSC in school, e.g.:

- Sex and Relationship Education
- Careers Education, Information, Advice and Guidance
- Child Protection & Safeguarding Policy and Procedures
- Equal Opportunities
- Behaviour (Succeeding) Policy
- Health and Safety Policy
- Assessment Procedures
- Peer to Peer Abuse Policy

These procedures are also available in the following formats: email, enlarged print version and other formats by arrangement.

Originator: MMA
Reviewed: January 2020
Next review: September 2020

**Appendix 1**: PSHE Programme (see separate documents for each year group)

**Appendix 2**: Guidance on the teaching of sensitive and controversial issues:


[https://www.pshe-association.org.uk/](https://www.pshe-association.org.uk/)
