

THE GLEDDINGS PREPARATORY SCHOOL

Policy for PSHE (Personal, Social, Health and Economic Education), RE (Religious Education) and SMSC (Spiritual, Moral, Social and Cultural Education) and RSE (Relationship and Sex Education)

This policy applies to all pupils in school, including Early Years Foundation Stage.

This policy takes account of the following documents and guidance:

- The Education (Independent School Standards) Regulations 2019
- The Independent School Standards Commentary on the Regulatory Requirements September 2023
- Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils - Developmental advice for Independent Schools and Academies/Free Schools Version 2 - February 2013
- Developmental advice for Independent Schools and Academies/Free Schools Version 2 - February 2013
- The Education Reform Act (ERA) 1988
- The Calderdale Agreed Syllabus (RE)
- The Statutory Framework for the Early Years Foundation Stage 2025
- Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils: (Supplementary Information) DfE
- Education Reform Act 1988
- The Calderdale Agreed Syllabus for Religious Education 2008-2013
- Education Act (section 403) 1996
- The Children's Act 2004
- Children and Social Work Act (section 34) 2017

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following:

All Subject Policies

- Anti-Bullying (including Cyber and Homophobic Bullying)
- Assessment Reporting and Recording
- Behaviour and Discipline
- Curriculum
- Drug Education
- Early Years Foundation Stage
- Equal Opportunities
- First Aid and Administering Medicines
- Health and Safety including Out of School Activities and Visits
- Homework
- Library
- Marking
- Special Educational Needs, Learning Difficulties or Disabilities and Inclusion
- Sun Protection
- Supervision Policy
- Teaching and Learning

See PSHE, RE and SMSC Programme.

Personal, Social, Health and Economic Education (PSHE), Religious Education (RE) and Spiritual, Moral, Social and Cultural Education (SMSC) are all inextricably linked in the PSHEE, RE, SMSC Programme which is central to ALL learning programmes at The Gleddings. Our principal aim is to support and develop our

You Choose

ethos and practice which drives all aspects of teaching and learning at The Gleddings.

1. AIMS

1. To engender the habit of making the right **Choices** in terms of
 - being healthy
 - staying safe
 - enjoying and achieving
 - making a positive contribution
 - economic well being
2. To develop pupil self-knowledge, self esteem and self confidence.
3. To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute community life by playing an active role as developing citizens.
4. To enable pupils to distinguish right from wrong and respect the law in order to stay safe (self and others).
5. To assist pupils to acquire an appreciation of and respect for their own and other cultures, faiths and religious traditions in a way that promotes tolerance and harmony between different cultures, faiths and religious with the overarching principle that

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6. To actively provide the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
7. To encourage pupils to articulate their own attitudes and values whilst developing sensitivity and respect for other people's views.
8. To help pupils develop initiative and to respond positively to challenge and problems by making informed and sensible decisions on how to act when faced with different and difficult situations in life.
9. To support and develop independent and collaborative work and engender pride in the achievement of self and others.
10. To encourage reflection on life and life's expertise and to develop a personal response to the fundamental questions of life.
11. To effectively prepare pupils for the opportunities, responsibility and experiences of life (present and future) in British society.
12. To provide pupils with a broad general knowledge and respect of public institutions and services in English.
13. To help pupils gain an understanding of the world of work and the skills needed in the future.
14. To ensure financial future wellbeing and basic economic knowledge of what money is, what it does, how we acquire it and how we spend it, save it and manage it wisely.

2. PERSONAL EDUCATION

Personal development centres around the skills needed for managing life now and in the future. It ensures the development of the qualities and attributes pupils need to thrive as individuals, family members and members of society.

We aim to equip pupils with the knowledge, skills and attitude to:

1. live healthy, safe, productive, capable, responsible and balanced lives
2. be enterprising
3. make effective transitions
4. be positive in their learning and career choices
5. achieve economic wellbeing
6. reflect on and clarify own values and attitudes and explore the complex and conflicting range of values and attitudes of others
7. build self confidence, resilience and self-esteem
8. identify and manage risks
9. make informed choices and know what influences decisions
10. recognise, accept and shape identities
11. manage risk and emotions

12. understand and accommodate difference and change
13. communicate constructively
14. understand self and others
15. be empathetic
16. work with others
17. maintain good relationships
18. be employable
19. enjoy and manage own lives

This will be achieved by delivering lessons and by

1. providing opportunities at individual pupil, class and whole school levels to develop personal identity in terms of personal qualities, skills, attributes and achievements.
2. ensuring an understanding of personal privacy (including online) and the appropriate boundaries using Gooseberry Planet and bCyberwise.
3. demonstrating positive interpersonal relationships adult:adult, adult:child and respect for different types of relationships in different settings, including online.
4. encouraging and providing healthy choices in terms of meals, snacks and physical activities.
5. promoting 'balance' in all aspects of life - relationships, work-life, exercise and rest, spending and saving etc.
6. quantifying 'risk' and how to manage it to remain safe.
7. practising and demonstrating equal opportunities and teaching human rights for all.
8. managing change, transition and challenge.
9. explaining behaviours including bullying, persuasion, coercion and how they can be managed through challenge, negotiation and compromise.
10. creating opportunities to enable understanding of enterprise, employability and money skills.

3. SPIRITUAL EDUCATION

Spiritual development is unique to each individual and centres around the non-material aspects of life including identity, self-worth, personal insight, meaning and purpose.

We aim to develop self- assured, confident, happy and positive young people with self-knowledge who:

1. have respect for self and others.
2. are aware of the beliefs, feelings and values of self and others.
3. have the values, principles and beliefs to inform perceptions.
4. have the ability to articulate and discuss feelings.
5. are ready to question anything that limits self-knowledge, self-esteem and self-confidence.
6. have the skills to be self-reliant and work as an individual or within a team.
7. are willing to take responsibility for self and others.

This will be achieved by:

1. offering a wide range of teaching styles with individual pupil opportunities to question, think and express ideas and concerns.
2. teachers acting as role models.
3. ensuring 'EVERY CHILD A LEARNER EVERY LESSON'.
4. supporting pupil beliefs.
5. providing spiritual development through drama, music, art, visits to museums, historical buildings etc.
6. reflecting on what interests and inspires.
7. encouraging and celebrating all achievement.
8. team working.
9. developing leadership skills, the care of self and others and self-reliance.
10. exploring the values and beliefs of others to develop empathy and respect.
11. experience the world's wonders (man made and natural) to develop fascination, awe and wonder.
12. providing experiences to understand human feelings and emotions.

4. MORAL DEVELOPMENT

Moral development focuses on the values which regulate personal behaviour, an understanding of the difference between right and wrong, moral conflict, a concern for others, the will to do what is right (**YOU CHOOSE**) and a reflection on the consequences of all actions. Children will come to understand societies shared values, their change and range and developing options.

We aim to develop in all pupils:

1. an understanding and respect for the law which children understand is essential for the wellbeing and safety of everyone and the maintenance of British values.
2. an ability to distinguish right from wrong
3. an acceptance that society is held together by an understanding of right and wrong
4. a readiness to think through all actions and the consequences of all actions
5. a respect for the needs, interests and feelings of self and others with particular regard to the protected characteristics set out in the 2010 Equality Act
6. the capacity to make responsible judgements about right and wrong
7. the confidence to express views on ethical issues and personal values
8. the appropriate response to the immoral and illegal
9. the capability to review and to assess values, codes and principles in the light of experience
10. an understanding that the freedom to hold other faiths and beliefs is protected in law

This will be achieved by:

1. teaching about instructions, rules, regulations, the legal system, the law and abiding by it
2. establishing and maintaining a clear framework of values and behaviour
3. ensuring the school aims and ethos are in line with the law and that parents are informed
4. rewarding positive behaviour
5. instructing in citizenship
6. exploring and developing moral concepts, values and ethical issues to develop moral principles
7. explaining the judicial system and the difference in accountability of the various public bodies responsible for maintaining the law
8. looking at behaviours and their consequences in order to recognise right and wrong and to make good choices

5. SOCIAL EDUCATION

Social development is central to ensuring that all people can live and work together in harmony. It focuses on making a positive contribution, living harmoniously, how to function in a multiracial and multicultural society, being tolerant and helpful, understanding societies, institutions, structures, characteristics, economic and political principles and organisations, roles and responsibilities, how to live as a citizen, parent or worker in a community and having the interpersonal skills necessary for successful relationships.

We aim to develop a responsibility for self and others by encouraging pupils to:

1. show respect for all things (people, living things, property and the environment).
2. work respectfully with others.
3. share views and opinions in an attempt to achieve understanding and cohesion.
4. participate in community life.
5. take part in democratic process in order to influence decision making and maintain British values.
6. adjust behaviour to suit a range of social contexts.
7. develop the ability to live harmoniously with those of different cultures and beliefs thereby actively promoting British values.
8. appreciate the rights and responsibilities of individuals within the community and interdependence in the context of a complex society.
9. reflect on own contribution to society and the positive contribution which should be made.
10. know about the structure of society in terms of family, school, local and wider community.
11. understand responsibilities towards people less fortunate.
12. know and respect the range of British public institutions and services, what they do and how to use them.

13. appreciate the benefits of democracy, how it works in the UK and other countries and how it contrasts to other forms of government.

This will be achieved by:

1. fostering a sense of community for all
2. teaching children to work co-operatively
3. developing positive group activities
4. encouraging responsibility for all actions
5. linking with other schools
6. encouraging throughout, honesty, respect for difference and sound moral principles
7. offering opportunities to exercise leadership and responsibilities
8. providing opportunities for pupils to demonstrate initiative, interests and organise activities
9. teaching about democracy and citizenship, pupil rights and human rights
10. instructing on public institutions, their role and function
11. providing opportunities for children to take part in a democratic process
12. creating links with the world of work and the wider community
13. providing real life social situations to develop personal qualities and social skills
14. participate in co-operative debate and role play to promote the skills of conflict resolution
15. engendering an understanding of the rights and responsibilities of individuals in the wider social settings to understand how communities and societies function

6. CULTURAL EDUCATION

Cultural development engenders an understanding of other cultures including their range and nature, tolerance, change and valuing diversity which in turn promote community cohesion.

We aim to develop in all pupils:

1. the ability to recognise and understand own culture and the influences that have shaped it
2. the ability to appreciate cultural diversity and to respect other people's values and beliefs which are protected in law
3. a tolerance of people with different cultures, religions and beliefs
4. an understanding of the importance of placing the highest value on racial equality and taking every opportunity to challenge racism, and avoid prejudicial or discriminating behaviour
5. a positive attitude to interaction with all different cultural, religious and non religious beliefs and an appreciation of the benefits of living in a multicultural society

This will be achieved by:

1. providing multicultural experiences in literacy, drama, music, art, crafts and other cultural events
2. maximising all opportunities for children to learn about their own culture and values
3. continuing to enrol children from various cultural backgrounds
4. exploring different values, beliefs and values in a variety of ways by partnership activities and foreign exchanges
5. providing an understanding of the beliefs and customs of all ethnicities
6. a holistic scheme to integrate SMSC will deliver SMSC, PSHEE and RE learning outcomes in an integrated way in assembly, specific PSHEE lessons and in all teaching and learning
7. challenging assumptions and negative stereotypes
8. participating in and responding to cultural media and traditions

To deliver Spiritual, Moral, Social and Cultural Education effectively, pupils will:

- work in teams
- discuss, debate and critique ideas respectfully
- reflect on their own learning
- consider ethical implications and moral dilemmas
- explore the wonderful world
- be represented and have their voices heard

in all lessons and particularly PSHE, Reflection and Oracy.

7. RELATIONSHIP AND SEX EDUCATION (RSE) (see separate policy)

Relationship and sex education (RSE) delivered in an age and stage appropriate way, ensures the emotional, social and cultural development and wellbeing of children in terms of their relationships, sexual health, consent, healthy lifestyles, diversity and personal identity.

We aim to promote positive relationships in terms of families, people who care for us, friendships, respectful interaction, online relationships and being safe through

1. an understanding of the nature and importance of secure relationships in the bringing up of children
2. acceptance that strong and mutually supportive relationships can be heterosexual or same sex
3. an emphasis that children should not face negative reactions to their home circumstances
4. the promotion of respect for difference

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5. knowledge of rituals and traditions associated with birth, marriage and death and the associated emotions
6. Science teaching in EYFS, KS1 and KS2

This will be achieved by

1. lessons in PSHEE, Science, PE and RE
2. maximising opportunities to develop self esteem and relationships in all aspect of school life
3. a curriculum that takes account of the needs and feelings of the children
4. Science lessons in which children learn
 - about life cycles (EYFS)
 - to identify and name the parts of the human body and the associated senses (KS1)
 - that humans have offspring which grow into adults (KS1)
 - the process of reproduction in some plants and animals (KS2)
 - the variation in offspring of all living things (KS2)
5. sex education lessons and group discussions which focus on
 - sexual difference
 - naming of body parts
 - preparation for adolescence
 - the impact of puberty on the body
 - physical hygiene
 - menstruation
 - contraception
6. opportunities for frank discussion about sex and relationships
7. providing knowledge and understanding of where to source support and advice

8. RELIGIOUS EDUCATION

Religious faith (a set of beliefs which involve particular ways of worship and a moral code which guides behaviour) has shaped the community, the society and the world in which we live. Understanding and respecting the beliefs and customs of others is essential.

We aim to develop an awareness of the spiritual and moral aspects of major world religions through

1. knowledge and understanding of major world faiths
2. an awareness of what it means to be committed to a religious tradition
3. reflection
4. an understanding of religious traditions which influence cultural differences in our society
5. sensitivity and respect for other people's views
6. a celebration of diversity

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This will be achieved by

1. providing learning opportunities that develop an awareness of self, others, the world and spiritual and religious experience
2. a wide range of learning experiences in class and whole school groups which enable response, reflection and the drawing of conclusions
3. the creation of a holistic PSHE, SMSC and RE programme which includes teaching about world religions

4. emphasis on individuals playing a positive role in a multiracial, multicultural society in line with British values
5. the display and feature in the Hall of major world religions
6. whole school assemblies with emphasis on the similarities between religions
7. acceptance of faith (a strong belief based on feelings rather than proof) and belief (an acceptance that something is true)
8. demonstrating that for some things there is no right and 'wrong' and sometimes there is no answer at all

9. TEACHING AND LEARNING

A whole school (Y1-Y6) scheme - PSHE, SMSC, RE details a 32 week programme. The focus for the week is delivered in Monday Assembly (whole school), covered in more detail in a weekly PSHE lesson finally discussed on Thursday at Reflection. Children compile their own scrapbook or a whole class scrapbook on alternate years. A weekly 'scenario' will pose choices in response to a hypothetical situation. The theme of the week will headline each week on the Pupil Planners to share with parents.

10. ASSESSMENT

EYFS children are assessed against the Early Years Outcomes. At Key Stages 1 and 2 assessment is against the YOU CHOOSE criteria by class teachers, teacher specialists and the Head and the PSHEE skills assessment sheets.

11. EVERY CHILD A LEARNER EVERY LESSON

(meeting the needs of all pupils to ensure success and challenge for all abilities and backgrounds)

Children of all abilities will be provided with opportunities to develop their skills, knowledge and understanding. Planned progression incorporated into the scheme of work will ensure that all children are increasingly challenged as they move through school by:

- setting common tasks that are open ended and can have a variety of results.
- setting tasks of increasing difficulty where not all children fully complete all tasks.
- sometimes setting different tasks for different groups.
- using adult support to help further extend the skills the pupils have already grasped, to provide additional assistance and to be supervised where needed.

Learning opportunities are provided to match the needs of children with learning difficulties and disabilities and account is taken of their ILPs when planning lessons. Classroom assistants and specialists provide help and support as necessary.

12. IMPROVEMENT

SMSC review will constitute a significant part of the whole school annual improvement and development process. Subject Managers will consult with all of their subject teachers to inform this process and each subject will become the annual focus on a rolling programme basis.

13. EQUAL OPPORTUNITIES

The work covered and tasks set will be of an appropriate level for all children within all classes and they will be presented without prejudice, whatever the age, ability, sex or ethnic origin of the pupils.

The PSHE/SMSC/RE/RSE programme underpin equality, diversity, safeguarding and the prevention of extremism.

14. ROLES AND RESPONSIBILITIES

The Headteacher has overall responsibility for SMSC. All teachers ensure coverage of all aspects of SMSC which will be embedded in all teaching and learning in all areas of the curriculum at all stages of learning. SMSC will also be taught discretely as part of Assembly and PSHEE by the Headteacher and Specialist Teachers.

Next review date: September 2026