

**PSHE and  
SMSC Policy**



**Hydesville Tower  
School, Walsall**

**April 2016**

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### **Aims and objectives**

We believe that education in PSHEE and Citizenship enables children and young people to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council where meetings are held each Half-Term. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHEE and citizenship helps in many ways to meet the objectives set out in **The Children's Act 2004** ('Every Child Matters') – and that children '**be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being**'. The policy also takes into mind **2010 Equality Act and the papers/guidance on Spiritual, Moral , Social and Cultural Development (2014), Promoting British Values (2014) and 'Keeping Children Safe in Education' – with its views on Preventing Extremism and Radicalisation (March 2015)**

Our objectives in the teaching of PSHEE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

### **Modes of Delivery**

#### **The PSHE Curriculum**

PSHE cannot always be confined to specific timetabled time. However at Hydesville Tower School the following delivery methods are used.

- Direct teaching via timetabled lessons of PSHE
- Discrete curriculum time delivered by e.g., form tutors, other staff.
- Teaching PSHE through and in other subjects/curriculum areas. e.g. Religious Education, Geography and Science.
- Through whole school PSHE activities and school events.
- Through pastoral care and guidance.
- The delivery of talks/sessions by professional bodies. e.g 'Loudmouth theatre' and sexual health care practitioners.
- Assemblies – delivered weekly by forms and the SLT.

#### **PSHE Approach to Teaching and Learning**

To help direct students within the PSHE curriculum:

- The purpose of each lesson is made clear and placed in context

- Appropriate learning experiences are planned to meet the needs of all pupils in different groups
- Learning is designed to allow pupils to draw on their own experiences, providing a place to demonstrate knowledge and skills with the application of ground rules
- Time is given to classes to reflect and apply their learning where appropriate
- Attention is given to developing a safe, secure and welcoming classroom climate

Some of the following are used as examples of teaching methods/approaches to deliver the PSHE curriculum:

- High order questioning skills
- Establishment of ground rules
- Working together/team workers
- Role Play
- Information gathering and sharing
- Teacher led discussion/Paired Work
- Problem solving
- The use of Empathy and Sympathy-evaluation
- Working with feelings and imagination
- Reflection, review and evaluation
- School Council

### **PSHE Scheme of Work**

Knowledge and skills are embedded in the long term curriculum planning for PSHE.

This allows PSHE teaching staff to highlight concepts such as Personal Identities, Healthier Lifestyles, Relationships and Diversity. The PSHE Curriculum Map for Hydesville Tower is available to all teachers and is updated every year. There is flexibility within the teaching of topics for each year group, however guidance is given to delivering appropriately around guest speakers and theatrical performances to allow for continuity of subject matter.

### **Assessment**

In PSHE there are three broad areas for assessment:

- pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety
- how well pupils 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
- As of June 2015 Students in Year 9 will be given the opportunity to sit a citizenship GCSE.

### **Role of PSHE Curriculum Leader within Hydesville Tower School**

The Curriculum Leader will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities establish a shared view of best practice to which all pupils are entitled lead policy development and review as this need arises.
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum provide appropriate support and training for departmental staff monitor and evaluate the programme, including the use of outside agencies, and pupils' 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.

### **Use of Community Based Agencies**

"A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools. There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. Careful consideration needs to be given to issues of content, co-ordination and consistency: external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - guidance on good practice, DPI - Home Office (1998)

Visitors compliment planned provision for PSHE. Their input is reviewed and evaluated by the PSHE Curriculum Leader and any other staff linked to the visitor.

Prior to agencies attending the school, relevant staff ensure that:

- any necessary training prior to delivery is attended and completed
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- a method of evaluation has been agreed by both the outside agency and the Curriculum Leader.

### **Ground Rules and Distancing Techniques**

The establishment of ground rules in the delivery of PSHE learning is absolutely central to its success. At Hydesville Tower School all PSHE lessons should begin by establishing ground rules.

This means pupils can self-regulate, participating and agreeing on what is acceptable and appropriate to discuss. Furthermore, this process of ground rule establishment also enables all pupils present to contribute and participate in their learning, developing skills of responsibility, leadership and an opportunity to challenge constructively those pupils who do not conform to the ground rules as well as allow an opportunity for restorative practise. These in essence are the very skills PSHE is designed to develop with our learners and help them progress successfully into adulthood. They also highlight Hydesville Tower School's values and visions as part of this area of the pupils' learning.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

### **Dealing with Questions/Discussion Points**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.

- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question 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.
- Teachers should not provide more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Head teacher should be informed and the usual child protection procedures followed.

### **Funding**

Funding for PSHE comes from the allocated PSHE Budget.

### **Monitoring of Policy**

This will be in line with the school development plan.

### **Spiritual, Moral , Social and Cultural Development (Sept. 2014)**

Defining spiritual, moral, social and cultural development. The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them v use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

#### **Promoting British Values (November 2014)**

Fundamental British values Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; 1 The Prevent strategy 2011:  
<https://www.gov.uk/government/publications/prevent-strategy-2011> 5
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combating discrimination.

Actions taken:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

### **Preventing Extremism and Radicalisation**

*Hydesville Tower School adopts the following accepted Government definition of extremism which is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'*

- *There is no place for extremist views of any kind in our school.*
- *We have a duty to ensure students view school as a place where they can explore controversial issues safely and where our teachers encourage and facilitate this.*
- *We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so are addressed as a safeguarding concern.*
- *We provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity.*

- We seek to ensure that all students thrive, feel valued and not marginalised.
- Young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.
- By adhering to safer recruitment best practice and by ensuring that there is an on-going culture of vigilance within our school we will minimise the opportunities for extremist views to prevail.

**Definitions:**

**Extremism** is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

**Violent extremism** is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

Foment, justify or glorify terrorist violence in furtherance of particular beliefs o Seek to provoke others to terrorist acts

Foment other serious criminal activity or seek to provoke others to serious criminal acts o Foster hatred intended to cause violence between communities in the UK 3 Policy Approved: 15 September 2015 (Governing Body) Scheduled Review: September 2017 (Every 2 Years)

**Radicalisation** is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs.

**The copy of Preventing Extremism and Radicalisation Policy 2015 can be seen on the school's website.**

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