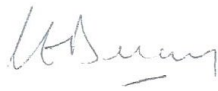




## **BPET Personal Social Health and Economic (PSHE) and Spiritual Moral Social and Cultural (SMSC) Education Policy**

|                       |                                                                                     |
|-----------------------|-------------------------------------------------------------------------------------|
| Signed:               |  |
| Chair of Trust Board: | Claire Delaney                                                                      |
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## **1.0 Bellevue Place Education Trust – Our commitment**

### ***Learn. Enjoy. Succeed.***

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

#### **Our Mission**

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

#### **Our Difference**

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

#### **Our Promise**

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

## **2.0 Introduction**

PSHE (Personal, Social, Health and Economic education) and SMSC (Spiritual, Moral, Social and Cultural development) is crucial for individual pupils, staff and for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve, thrive in a supportive highly cohesive learning community and develop into responsible citizens.

## **3.0 What is PSHE?**

PSHE (Personal, Social, Health and Economic education) contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## 4.0 What is SMSC?

### Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

*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
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of rewards, sanctions or consequences. We support our pupils to work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

*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.

### Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

*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.

### Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

*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.

## **5.0 Rationale**

BPET aims to provide an education that provides pupils with opportunities to explore and develop values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Under the Equalities Act 2010, X School strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE and SMSC education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes.

All curriculum areas have a contribution to make to each pupil's personal, spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. PSHE education and SMSC development is cross curricular and promotes the aims and principles of the policies for RE, Drugs Education, Sex and Relationships Education and the Equality policy. These policies all underpin the curriculum model and we put the children at the heart of everything we do.

PSHE education and SMSC development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and school values, celebrating the British values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The personal, spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

Adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. Our schools' communities will be places where pupils can find acceptance for themselves as unique individuals, and where opportunities for personal development are fundamental to the ethos of the school. It is an expectation across the school that all staff, in all subjects, can and should make a contribution to the personal, spiritual, moral, social and cultural development of pupils through the taught curriculum and through the use of appropriate teaching and learning planning and strategies e.g. discussion, reflection, pupil participation, collaboration, circle time etc.

The importance of relationships between all school staff and parents is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils and staff equally and as individuals.

## 6.0 Aims and Objectives

The aims of this policy are:

- To ensure that everyone connected with BPET schools are aware of our values and principles;
- To promote the spiritual, moral, cultural, mental, physical and personal development of pupils at the school and of society;
- To ensure that each pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background;
- To ensure that there is a non-partisan approach in all that the school does in terms of curriculum delivery, resources and including educational visits and visitors;
- To develop good relationships between home, school and the local and wider communities.

Our objectives in the teaching of PSHE and SMSC are for all of our pupils:

- To help our pupils towards independent learning and to equip them with all life skills to become active, positive members of our democratic society;
- To achieve their full potential across all areas of the curriculum;
- To inspire, stimulate and foster a love of learning and enquiry;
- To understand the world in which they live;
- To know and understand what is meant by a healthy lifestyle;
- To keep themselves and others safe;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs and feelings to personal experience and social and moral issues;
- To develop a sense of social and moral responsibility, consideration for others, collaboration with others, self-respect and self-confidence;
- To understand how to make informed choices regarding personal, moral and social issues;
- To develop an understanding of their individual and group identity;
- To promote respect and consideration for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- To understand what makes for good relationships and develop good relationships with others;
- To know about economic well-being.

## 7.0 Curriculum Planning

Development in SMSC and PSHE will take place across all curriculum areas in our schools, within activities that encourage pupils to recognise the personal, spiritual, moral, social and cultural dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Each half-term, a medium term plan is produced which includes focus areas for class, assembly and collective worship. The curriculum also offers a robust understanding of safeguarding through the comprehensive PSHE and e-safety programmes. PSHE and SMSC is timetabled weekly into the timetable and embedded throughout the curriculum. At times, we teach PSHE and SMSC objectives through cross-curricular opportunities and

sometimes as a discrete topic. In addition to this, we provide enrichment activities to support the curriculum such as Anti-bullying Week and Black History Month. Our educational visits and visitors also make an important contribution to the pupils' PSHE and SMSC development.

We teach PSHE and SMSC in reception classes as an integral part of our topic work and the Early Years Foundation Stage. As reception is part of the Foundation Stage, we relate the PSHE and SMSC aspects of the pupil's learning to the objectives set out in the Early Learning Goals (ELG's) and the characteristics of effective learning. Our teaching in PSHE and SMSC matches the aim of the developing a pupil's personal, emotional and social development as set out in the ELG's. This area of learning is about emotional well-being, knowing who you are and where you fit and feeling good about yourself. It develops respect for others, social competence and a positive outlook to learn. The characteristics of effective learning describe processes which play a central role in a pupil's learning and in becoming an effective and lifelong learner.

## 8.0 British Values

At X School, pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that all children will understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England and Great Britain are subject to its law. Teaching will support the rule of English civil and criminal law. Pupils will be made aware of the difference between the law of the land and religious law.

Through our provision of SMSC and PSHE, X School will:

- enable pupils 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 pupils 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 pupils to acquire a broad general knowledge of and respect for the public institution and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England.

As a result the pupils will:

- have an understanding of how citizens can influence decision-making through the democratic process;
- have an appreciation that living under the law protects individual citizens and is essential for their wellbeing and safety;
- have an understanding that there is a separation of power, while some public bodies such as the police and the army can be held to account through parliament, other 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 and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory

behaviour;

- have an understanding of the importance of identifying and combating discrimination.

## **9.0 Creating a safe and supporting learning environment**

We will create a safe and supportive learning environment by ensuring clear guidelines and rules are shared with pupils. Pupils will be given the opportunity to develop and discuss their opinions in a safe and respected manner. Pupils will respect the views of others, their cultural and religious differences.

We will ensure that where pupils or evidence indicates that they may be vulnerable and at risk, they will get appropriate support and consideration for their needs. Pupils will be given an opportunity to express their sensitivities with a member of staff which will be shared with the Designated Safeguarding Lead. Due to the nature of PSHE and SMSC education, pupils' learning may result in them seeking advice or support on a specific personal issue. No staff member can offer complete confidentiality, and it is important for everyone's safety that teachers, staff members and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. At all times the contents of the Behaviour for Learning, Anti bullying and Safeguarding policies will be adhered to.

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of PSHE and SMSC. They will address pupils' questions with due regard to the beliefs and values of the pupil's family. The teaching of PSHE and SMSC respects and refers to the beliefs of the pupil's home background. SRE (Sex and Relationships Education) is also part of the school's provision for PSHE and SMSC education. It encourages each student to develop confidence and a clear awareness of their own beliefs and values and to develop mutual understanding and respect between students for their diverse beliefs and values.

## **10.0 PSHE, SMSC and Inclusion**

We teach PSHE and SMSC to all pupils as our teachers provide learning opportunities matched to individual needs of all pupils. Where pupils have a special educational need, intervention may be required. When teaching PSHE and SMSC, teachers take into account the targets set for the pupils in their intervention, statement or Education Health and Care Plan, some of which may be directly related to PSHE and SMSC targets.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **11.0 Assessment for Learning**

Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in circle time and lessons. Pupils will also be involved in self-assessment e.g. talking about their own experiences, making comments in their books and in assemblies. The assessments that we make of pupil achievements are positive and record achievement in the widest sense. General comments about SMSC and PSHE will be included in termly reports to parents and discussed during parent teacher meetings.

## **12.0 Collective Worship**

Collective worship will recognise and value the cultural, linguistic and religious diversity of our school population and will be conducted within our Equality policy. Collective worship reinforces the school community, by giving pupils the opportunity to share things of worth with each other, within a



reflective space.

Those pupils who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate whilst those pupils who don't have a religious belief will have the opportunity to reflect and make a personal, internal response to the same stimulus. They will also be able to enter in to dialogue, with those of faith, enabling both believers and non-believers to appreciate each other's stances.

The language of invitation to reflect will be open and inclusive, ensuring that no pupil or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually.

### **13.0 Links with the wider community**

The school will support the work of a variety of charities and the public services of England. We recognise that visiting speakers from the community, charities or organisations make a valuable contribution to PSHE and SMSC development. Their input is carefully planned and monitored so as to fit into and complement the programme. However, the PSHE/SMSC coordinator should always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance. Teachers will always be present during these sessions. Educational visits also help enrich pupil's learning. These will be managed in the same way as visiting speakers, with carefully planned out objectives and outcomes. Pupils will be taught to appreciate and take responsibility for their local environment.

The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support pupils' development. Promoting the spiritual, moral, social and cultural (SMSC) development of pupils is about the nurture of them as human beings and, as such, is the most important job a school is charged with fulfilling. It is a shared responsibility involving the whole school, the entire community and the complete curriculum.

### **14.0 Monitoring and Evaluation**

The Deputy Headteacher will review this policy bi-annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

### **15.0 Approval by the Local Advisory Board**

This policy has been formally approved and adopted by the Local Advisory Board.

### **Monitoring and Evaluation**

The Headteacher and Trust will review this policy statement bi-annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.