



Leigh Academy Rainham

SMSCD and PSHRE Policy

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1. Policy Aims and Objectives

The aim of this policy is to express the key values of the Academy towards SMSC education, encompassing PSHE, British Values and RSE. The policy outlines the subject content that will be delivered at specific learning points in the student's education. We also aim to share the importance of such education and the format of learning that will take place.

From a SMSCD perspective, we aim to empower young people growing up in an increasingly complex world, giving them the tools to live their lives seamlessly on and offline. Students should be able to develop an understanding of how to live a safe and healthy lifestyle, in addition to having successful personal, social and academic lives. There is an emphasis to explore the risks and challenges in life around aspects of mental wellbeing, drugs and alcohol, relationships and sex; in which we aim to foster resilience and character in overcoming and avoiding difficulties in these areas. In addition to this students explore and develop an appreciation for different cultures, moral, ethical and social issues. The SMSC curriculum will also develop key personality traits, in line with the IB Learner Profile and British Values; such as integrity, kindness, honesty, acceptance and generosity.

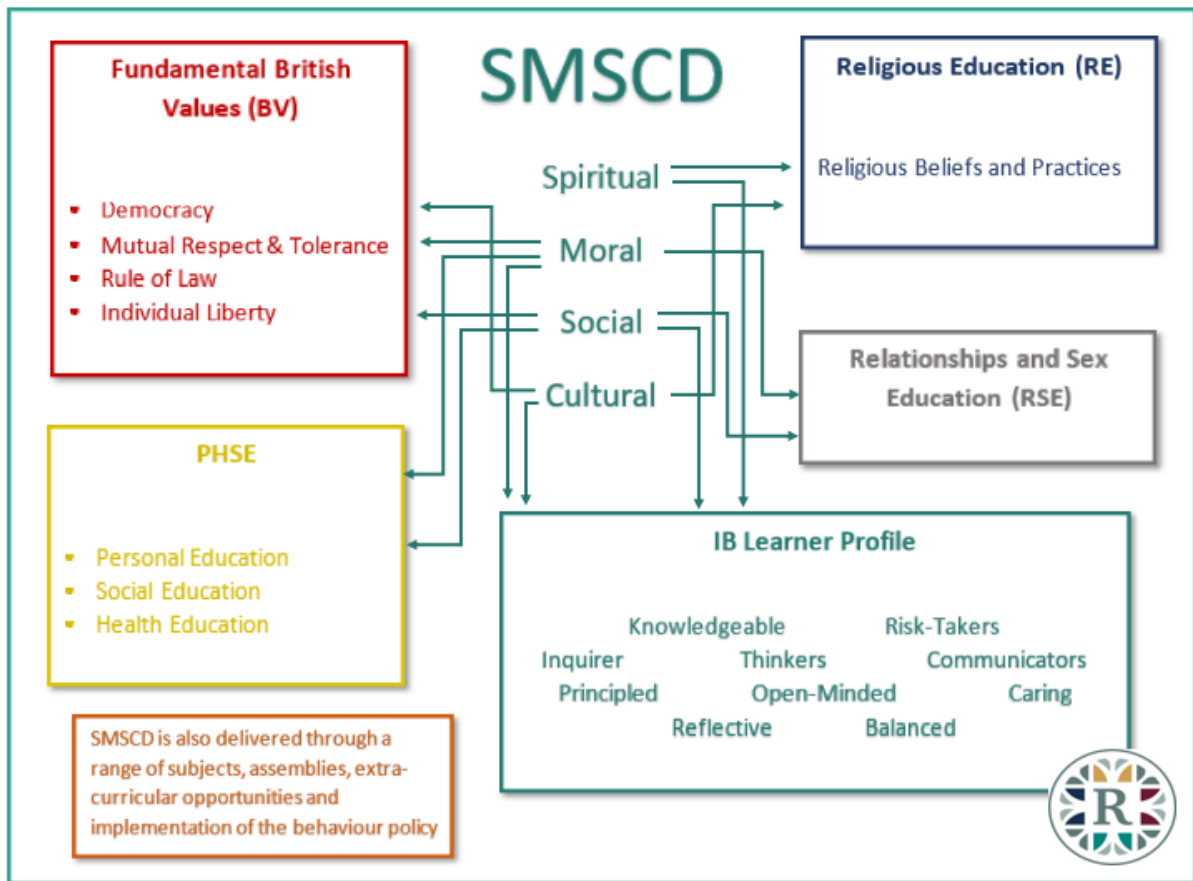
Our intent is to facilitate student knowledge enabling them to make informed decisions when facing risks, challenges and complex texts. This could include physical and emotional changes of puberty, making choices about alcohol or future careers. The SMSCD curriculum also provides the platform for students to consider spirituality, with the 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.

Definitions

- **SMSCD** stands for Spiritual, Moral, Social and Cultural Development. It is an area of the curriculum that focuses on the non-academic development of students, such as understanding and appreciation of different cultures or dealing with moral conundrums.
- **PSHE** stands for Personal, Social, Health and Economic (PSHE) Education. It is a school curriculum subject in England that focuses on strengthening the knowledge, skills, and

connections to keep children and young frames healthy and safe and prepare them for life and work.

- **RSE** stands for Relationships and Sex Education and is a form of statutory sex education taught in UK schools. RSE focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. The RSE Policy can be found [here](#).
- **British Values** are key values that Government guidance states schools have a duty to actively promote. These are namely ‘Democracy’, ‘The rule of law’, ‘Individual liberty’ and ‘Mutual respect and tolerance’ of those of different faiths and beliefs. More information on the Fundamental British Values can be found [here](#).



Equality and Entitlement of Opportunity

We promote the needs of all students, irrespective of gender, ability, cultural or personal circumstance. Teaching will take into account the age, ability, cultural awareness, readiness and requirements of English as an additional language to ensure that all can fully access PSHE Education provision. We will use PSHE Education as a way to address diversity issues and to ensure equality for all by promoting mutual respect and tolerance across learning. We recognise the right for all students

to access PSHE education which meets their needs and will not exclude any students from accessing such education.

Involving Parents and Carers

SMSCD and PSHE delivery is strongest when there is collaboration between school and home, and as such we are committed to working with parents and carers effectively. We will encourage conversations around PSHE topics through home learning activities (shared via Google Classroom) and the curriculum map will be accessible via the academy website. Elements within PSHE such as some sex and relationships topics allow for the right for withdrawal, these are outlined in the accompanying RSE policy [here](#)

The following curriculum map that students currently study in KS3 can also be found [here](#).

The 'LEIGH Learner' Attributes

The 'LEIGH Learner' Attributes encompass all the elements of the IB Learner profile and provide clear strands through which components of SMSC (including the British Values, PSHE, RSE) can be explored further, developing students' understanding and appreciation of these qualities. The whole academy SMSC provision will be underpinned by fortnightly themes linked to one of these attributes, which will not only determine the form time curriculum programme but will run seamlessly throughout the academic curriculum and daily life.

THE LEIGH Academy Rainham LEARNER



Curriculum Intent of SMSCD and PSHE

Key Stage 3 Curriculum Intent

The SMSC, PSHE and RSE curriculum adopts a spiralled approach, meeting the personal development needs of students at age appropriate times in their lives. Aspects of both SMSCD, PSHE and RSE are embedded cross-curricular in a variety of other subjects within the school, notably in PE, Food Technology, Science, English, Humanities, History and Drama. The aim is to provide a safe and supportive learning environment where young people develop the confidence to ask questions, challenge information shared, express their own views and experiences, and put what they have learned into practice within their own lives. In doing so, students will keep both themselves and others safe, living happy fulfilling lives. Delivery of SMSC themes will also take place seamlessly through application of behaviour policies, our extracurricular offer and assemblies.

By the end of Key Stage 3 students will be able to:

- Develop awareness of resilience and how this impacts wellbeing and relationships
- Being able to challenge own negative thoughts regarding body image, negative comments or judgements
- Explain a range of coping strategies for difficult situations, including knowing where to get help or support
- Identify what makes positive and negative relationships
- Explain a range of different emotions and what may impact these
- Explain how to create a healthy lifestyle, including physical fitness, diet, sleep and the importance of self-examination
- Become familiar with basic first aid, online and personal safety
- Examine the changes both emotionally and physically throughout puberty and ways to manage these
- Explore roles within relationships
- Acquire knowledge about safer sex and sexual health to ensure they are equipped to make informed healthy choices as they progress through adult life
- The dangers of substance abuse and the laws relating to illegal drugs

Skills that are embedded throughout all subjects are key to the starting point of all students, where in year 7 they develop resilience and character to move on from challenges faced. The Healthy Minds PENN Resilience programme is the starting topic for all students which will develop their ability to make links between thoughts and emotions, finding evidence to challenge negative thoughts and setbacks. Throughout this curriculum students will also examine how to be assertive and negotiate in difficult situations, giving them informed strategies to solve problems in their own lives.

Key Stage 4 Curriculum Intent

A spiralled approach to SMSCD, PSHE and RSE content is continued from earlier key stage three learning too. Through a rich form time curriculum programme, students in key stage 4 develop their understanding, reflecting that they are moving towards an independent life as an adult, taking greater responsibility for themselves and others. This learning is enhanced by guest speaker talks on specialisms such as finance, as well as immersion sessions led by a subject specialist. The intent behind this element of the curriculum is to give opportunities to rehearse and construct plans for how they will deal with challenges throughout life. By the end of this sequence of learning students should know:

- How ideas around self-concept develop, knowing how to be resilient to negative thoughts or external influences towards this.
- The characteristics of mental and emotional health, including signs and symptoms, where and how to get support and what may trigger mental health issues
- Strategies to support themselves and others in maintaining a healthy body and mind
- Consequences of drugs, alcohol and tobacco on their own mental and physical health, in addition to how this may impact families and relationships
- How to manage risk and personal safety, inclusive of areas such as CPR, gambling and gangs
- Raise awareness of sexual health choices, including positive sexual relationships, the dangers of pornography, sexual exploitation, sexting, miscarriage and pregnancy
- Safety within relationships, including consent and abuse

Curriculum Planning

The PSHE curriculum has been designed through the support of the PSHE Association programme builder, in accordance with guidance from the department for education. An overview of the topics covered at various learning points is identified in the PSHE curriculum map. An overview of the specific lessons at each phase is identified through individual year plans. All documentation is available via the academy website.

Curriculum Timetabling

Our PSHE education is taught through a series of discreet PSHE lessons, cross-curricula through other subjects, through our Personal Development Pastoral Programme and immersion days. PSHE lessons are taught once a fortnight. These one hour lessons are taught by form tutors to their form groups so that they can build appropriate relationships which will invite open discussion and a safe environment within which students can access the curriculum with confidence. Our PSHE and SMSC is enriched through outstanding form time provision. This is designed by the Pastoral curriculum lead, and supports the learning undertaken in PSHE lessons.

Curriculum Assessment

In line with academy policy all PSHE lessons give clear learning outcomes and objectives. Student progress is measured against such objectives lesson by lesson, either through teacher assessment or peer/self-assessment. Evidence of students learning will be clear from subject books, or in the case of form time provision - form activity books.

Curriculum Implementation of SMSCD and PSHE

The deliverance of discrete PSHE and RSE lessons will be underpinned by the same teaching principles shared in the Academy's [Curriculum Implementation Statement](#). Lessons will be varied in approach and delivery, including a mixture of discussion based learning, video clips and written tasks. Scenario based learning features heavily too, allowing students to apply knowledge learnt to situations that could occur during their own lives. We ensure that all lessons, including those of a sensitive or risky behaviours maintain a positive atmosphere through distancing and ensuring a factual approach is adhered to, avoiding shocking or distressing information. Scenario based learning will also assist students in developing skills for "real life" situations. Regular retrieval practice will ensure the retention of knowledge and skills over time with opportunities to apply their understanding through deliberate practice.

Confidentiality and Handling Disclosures

Confidentiality and ground rules are key to ensuring a safe learning environment for successful PSHE and RSE. Ground rules are set at the start of an academy year, a joint agreement between teachers and students. These are regularly referred to during learning. Teachers who deliver PSHE are fully aware and trained to know that topics involved could lead to various child protection and safeguarding disclosures. In the event that a disclosure or event occurs that requires the support of the safeguarding team this will be shared at the earliest opportunity via Bromcom - therefore informing the team of support within the academy. If notifications are after 13:00, the member of staff making the referral will need to speak with the safeguarding team in person. If this is an out of hours concern, staff should follow the schools guidance and use the support of local child services. Teachers will answer student questions regularly and there will be opportunities for anonymous questions across a sequence of learning. If a safeguarding concern is raised through anonymous question opportunities, the safeguarding team will be informed through regular channels and this may be addressed through a whole class intervention.

Statutory Guidance on Withdrawal from PSHE:

The law states that the requirement to provide Religious Education. The local authority, governing body and head teacher of voluntary aided (VA) schools in England and Wales must ensure that Religious Education is provided as part of the school's basic curriculum.

If a parent/carer wishes for their child to be removed from any aspect of PSHRE delivered they should contact Mr Smith Assistant Principal i/c of PSHE and RE and the Principal in writing. Before granting such a request, there should be a discussion regarding the reasons for withdrawal to ensure that concerns are understood. The benefits of receiving such education will be expressed by the school and any detrimental effects this could have for the child. Once discussions have taken place, the school will respect the parents wishes up to and including three months prior to the child's 16th birthday. After this point, the child will determine whether they receive a PSHRE education. There is no right to withdraw from relationships or health education.

If a parent wishes to withdraw their child from PSHRE than the parent not the school will be responsible in providing their child their own PSHRE provision and education including resources they may need. This right of withdrawal exists for all pupils in all types of school, including schools that do and do not have a religious designation.

SMSCD and PSHE links to other school policies such as:

- [Behaviour policy](#)
- [Safeguarding policy](#)
- [FGM Policy](#)
- [Student equal opportunities](#)
- [RSE policy](#)
- [Combating extremism policy](#)
- [Online safety policy](#)