

PSHE & SMSC Policy

Review Date	January 2022	Next Review by Date	January 2023
Reviewed By	Headteacher		
Approval by Governing Body	Danuta Tomasz		
Date Approved	08/02/2022		

Rationale

Pathways Education is committed to preparing students for life outside and beyond school. Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

This policy provides the framework we employ to encourage every individual to develop belief in themselves, to aim higher, to respect themselves and others, take responsibility for their decisions and actions and actively participate in the world around them.

Aims

We aim to provide our students with the knowledge and skills they need to that they need to make good decisions about their lives, health and wellbeing. Our approach to PSHE and SMSC aims to:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future

- Enable students to make responsible decisions
- Recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect them
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Understand British Values and what it means to live in modern Britain.
- Learn about rights and responsibilities and their role in society.
- Help students to develop the skills and attitudes necessary for success in adult and working life.
- Equip students with the necessary decision-making skills to manage these transitions
- Promote equality of opportunity, celebrate diversity, challenge stereotypes

What is PSHE & SMSC Education?

Personal, Social, Health, Economic (PSHE) Education focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. PSHE education is defined 'as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities'. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

It is a legal requirement to promote pupils' spiritual, moral, social and cultural development (SMSC). SMSC defines the very ethos of a school, it underpins all a school stands for and all it strives to be. Without a commitment to SMSC, a well-rounded, holistic and meaningful curriculum cannot exist, SMSC defines the very essence of human values, which is why we are passionate and committed to SMSC at Pathways Education. (Please see our British Values Statement)

The Delivery of PSHE at Pathways

PSHE is a core area of our curriculum, and it is a vital subject for all students. It allows them to acquire and develop necessary life skills at a level appropriate to their needs. PSHE skills are essential for all students, no matter what their abilities, in developing their independence and decision-making skills. To achieve this, all students will access the curriculum at a level that is appropriate to their learning styles, needs and developmental stage. To this extent, the Schemes of Work are planned using Department of Education guidance and advice and is adapted to suit student needs if any issues or areas of need become apparent.

PSHE education at Pathways aims to explore the knowledge and understanding that students need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip students with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect.

Our emphasis on SEMH (Social, Emotional, Mental Health) aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved.

Curriculum Outline:

The PSHE curriculum is organised into half termly topics. The topics are as follows:

Year 1	Personal Hygiene, Me and My Relationships, Respectful Relationships, Healthy Living, Introduction to Puberty and Introduction to the World of Work.
Year 2	My Identity, Bullying, Respectful Relationships 2, First Aid, Puberty and Sex Education, Transition and Preparing for the Wider World (Careers).

The topics above are taught in the weekly timetabled PSHE lesson.

In addition to the above, students have a 20-minute 'Tutor Time' sessions before break every day.

Monday	SEMH - Zones of Regulation and developing emotional resilience
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Tuesday	Citizenship and Current Affairs
Wednesday	E-Safety
Thursday	Citizenship and Current Affairs

Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future. PSHE education lessons provide the best context for this learning, as part of a whole school approach and can contribute to safeguarding. We do this by, through Citizenship and Current Affairs lessons, in which students are provided with an opportunity to discuss and reflect on such issues. Leading to: raising student awareness of abuse, gender-related and gang violence, teaching skills and strategies that enable pupils to tackle and mitigate risks to their (or others') physical or emotional safety, including bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours and broadening pupils' understanding of concepts such as consent, equality, discrimination, power and exploitation which is also covered under the wider curriculum provision through cross-curricular links. Furthermore, we ensure all students have access to weekly E-Safety lessons due to the proportion of time our students spend on technology outside of school.

Students also have one timetabled 1-to-1 lesson for one of the following: Lego therapy; Sand therapy; Yoga therapy

Depending on the needs of our students, additional SEMH lessons and 1-to-1 Therapy sessions are added in throughout the week if needed.

The Delivery of SMSC at Pathways

SMSC is embedded throughout the curriculum at Pathways. This integrated approach ensures that aspects of SMSC are considered in everything we do.

- We hear student voice, we place a great emphasis on communication and in supporting students to make choices and have their opinion heard.
- We encourage students to have their say in matters that concern them in school. We do this by providing opportunities to talk with the Headteacher and with and 'I want to let my teacher know...' box.
- As a community we actively engage with

- All staff are training in Zones of Regulation and trauma-informed practices. They support and encourage students to manage their own behaviour and develop positive attitudes towards each other.
- We model and support appropriate social behaviour. All our students have Risk Assessments, some of whom have a Positive Support Plan in place which indicates what the school puts in place to ensure the pupils are calm and ready to learn.
- As a school community, we engage with governors and families. We are also actively involved within our local community. A large part of our community work is supporting students to develop their knowledge of how to act in a socially appropriate manner in different settings and how to recognise dangers and to keep themselves safe when out and about in the community.
- Pathways is working towards achieving a Bronze Award as a UNICEF 'Rights Respecting School'. More information can be found here. www.unicef.org.uk/rights-respecting-schools/
- These values are also explicit within our Project maps
- We support staff development through training and learning walks reflecting on resources and practices.

As there is no discrete lesson for SMSC the evidence of the 4 strands are across a range of activities in the school day/year (Appendix 1)

Students are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of the school and local community. Students will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Development in PSHE & SMSC

Development of these aspects of PSHE (including RSE) & SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension 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. This provision will allow our students to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death, etc.
- Share thoughts and feelings with other people
- Explore relationships with a trusted adult/friends/family/others

- Consider other's needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

All curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively.

Links with the wider community:

- Visitors are welcomed into school
- Students take part in activities such as Remembrance Day; Anti-bullying Week, Comic Relief etc.
- The development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the learner
- Students will be taught to appreciate their local environment and to develop a sense of responsibility to it through outdoor education, events and external visits.

Student progress

When they first join the school, students take the PASS (Pupil Attitudes to Self and School) Assessment to give an indication of their feelings towards school and their own self-esteem and then again before Annual Reviews. This is then regularly reflected on using the Wellbeing Star (based on the PROSPER framework), which is completed every half term. If needed, additional SEMH or 1-to-1 sessions will be organised. Student work is recorded in their

PSHE/Tutor books, as well as on OneNote. These lessons tend to be discussion based and do not always result in independent written work by the student. In these cases, teachers will take photos of class notes or groupwork and add it to the student's OneNote page. Student wellbeing is regularly monitored at Pathways. We discuss this progress through Termly Pathway Review Meetings with the family and young person. The PSHE curriculum is regularly reviewed and adapted to the needs of our students.

References

[PSHE Association](#)

[Jigsaw](#)

Monitoring of this policy

The Headteacher will regularly review the provision for PSHE & SMSC throughout the school, by: monitoring planning and teaching and learning; observing lessons/classrooms; completing learning walks; speaking to learners and analysing pupil and parent feedback; regular discussions with staff and governors. This policy will be reviewed annually.

Links with Other Policies

- Behaviour & Relationship Policy
- Anti-bullying Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- RSE Policy

APPENDIX 1 : SMSC Overview



