

PSHE & SMSC Policy

Review Date	September 2024	Next Review by Date	September 2025
Reviewed By	Headteacher		
Approved by Governing Body	November 2025		

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:

PSHE						
	Purpose 1	Purpose 2	Positivity 1	Positivity 2	Perseverance 1	Perseverance 2
	Building Connections	Resilience	Tolerance	Cooperation	Making choices	Reflections
KS2	Personal Identity Y6 A1: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Shared responsibilities Y3 Su2: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;	Friendships Y4 A1: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	PSHE: Communities Y4 A2: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	RSE Growing, changing and reproduction Y4 Su1 Y6 A2: Growing up; Puberty, including periods and wet dreams; Sleep; Developing independence; How a baby is made	Keeping Active Y5 Su2 Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing;
	Resilience	Positive Mindset	Collaboration	Stress management	Responsibilities	Reflections
KS3	Friendships and staying safe Y6 Su2: Opportunities to connect online; The nature of online only friendships; Reporting	Healthy lifestyles Y7 A2: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Friendships and diversity Y7 Su2: Respectful relationships and conflict resolution, including online; Equality, diversity and	First aid and keeping safe Y8 Sp2: First aid including CPR and defibrillator use; Personal safety including travel safety	RSE: Relationships Y7 Su1, Y8 Sp2: Healthy and positive relationships, including intimate relationships; Expectations and	Moving forward Y8 Su2: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

	harmful content and contact; Staying safe online		tackling prejudice; Bullying, including online		stereotypes in relationships; Managing strong feelings; The concept of consent	
	Resilience	Aspirational thinking	Teamwork	Transition	Self-advocacy	My identity
KS4	Emotional wellbeing Y8 Sp2: Mental health and emotional wellbeing, including body image and coping strategies	Setting goals Y9 A2: Learning strengths, career options and goal setting as part of qualifications. ...and Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Exploring influence Y10 Sp2: The influence and impact of drugs, gangs, role models and the media	Employability skills and Work experience: Y9 Su2, Y10 Su2 Employability and online presence Preparation for and evaluation of work experience and readiness for work	RSE: Healthy relationships Y10 Sp1 (Y8 Su1): Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography. Consent in intimate relationships; introduction to contraception and sexual health	Building for the future and Independence: Y11 A1, Y11 Sp2) Self-efficacy, stress management, and future opportunities, Responsible health choices, and safety in independent contexts

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

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-related 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 regular 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 in a range of therapeutic interventions to promote emotional, spiritual, social and physical wellbeing.

Depending on the needs of our students, additional SEMH lessons and 1-to-1 Therapy sessions are offered 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 an 'I want to let my teacher know...' box.
- As a community we actively engage with supporting local community, e.g. volunteering at the local community farm (digging and sowing), setup stall and partake in charity events such as Sundial Festival.
- 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.
- 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/
- 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.

We have a thoughtful and wide ranging promotion of pupils’ Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At Pathways
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples’ lives.	RE-related project lessons PSHE Topical discussion Displays to celebrate religion
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	RE-related project discussions PSHE Celebrations Visits and visitors Encouraging pupils to share their beliefs with their classes
Encouraging pupils to explore and develop what animates themselves and others.	RE Curriculum PSHE/SEMH/Wellbeing curriculum Sessions across both Key Stages Global learning elements throughout all the topics
Encouraging pupils to reflect and to learn from reflection.	Behaviour & Relationship Policy Restorative Practice Participation in Charity and fundraising events Wellbeing STAR End of term reviews

<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<p>PSHE curriculum Dedicated SMSC time in Global learning issues. Zones of Regulation Calm/Alert programme Positive Practice Behaviour & Relationship Policy</p>
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<p>Explicit teaching of manners and politeness for pupils and staff through school norms Restorative Practice Behaviour & Relationship Policy Pupil of the Week certificate Class rules across whole school and displayed in each room Clear set of values across school and on display. Covered within the whole school SMSC map.</p>
<p>Promoting teaching styles which: Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.</p>	<p>Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning and during lesson observations. Encouraging pupil thinking time when answering Training support on AfL techniques for whole cohort participation and effective questioning. Professional Learning Community (PLC) discussions</p>

<p style="text-align: center;">M ORAL</p>	
<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<p>Restorative Practice Behaviour & Relationship Policy with display in each class . Positively worded whole school learning behaviours. Regular updates and reinforcement Pupil of the Week certificates Circle of trust School values</p>

<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<p>Trips organised with Religious theme where possible</p> <p>Debates on topics focusing on their judgements and moral view points.</p> <p>Restorative Practice</p> <p>Behaviour & Relationship Policy</p> <p>School Council</p> <p>Gardening and recycling</p> <p>Project considering how local environment changed in a positive or negative way</p>
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<p>Online Safety planning</p> <p>Bullying lessons: awareness in PSHE and during Anti Bullying Week. Pupil voice on website</p> <p>Use of school VLE for thought of week and discussion forums on moral issues</p> <p>PSHE lessons on Drugs and alcohol</p>
<p>Rewarding expressions of moral insights and good behaviour.</p>	<p>Positive praise</p> <p>Restorative practices.</p> <p>Learning behaviour</p> <p>End of Term celebrations and certificates</p> <p>Pupil of the Week certificates</p> <p>Writer of the Week awards – pen awards</p> <p>Lunchtime behaviour stickers that reward positive behaviour as well as recognising negative</p> <p>Termly Attendance certificates</p> <p>Regular rewards for demonstration of good manners</p>
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as inschool.</p>	<p>Behaviour agreement at registration</p> <p>Recognise days such as anti-bullying. Look at how feels to be “wronged”.</p> <p>Online Safety planning and policy</p> <p>Respond to national events</p> <p>Current affairs discussion: Newsround and First News during tutor time.</p>
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<p>RE- related project planning</p> <p>PSHE curriculum</p> <p>Reminders and Guidance given on school trips</p>

Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	Learning behaviours consistent across school with one that reflects this. Restorative Practice Behaviour & Relationship Policy with consistent rules across the school; school rules related to respect for property. Expectations that school norms are modelled and reinforced by all
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	By acknowledging the positive and negative benefits of the Internet. Wider opportunities in music and art; teaching pupils self discipline in learning an instrument or creating pottery In sport, make clear fair play and the shaking of hands.
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. Wellbeing display Gratitude tree School values displayed and pupil voice comments on display. Consistent display within all classrooms school norms displayed and Zones of Regulation

SOCIAL	
Identifying key values and principles on which the school community life is based.	Restorative Practice Behaviour & Relationship Policy Consistent whole school learning behaviours encouraged

<p>Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.</p>	<p>All policies have review statement for equality and inclusion. Clear Equality policy which is considered in all policy renewal. Community events; Firework Night, Sundial Festival Easter celebrations, Christmas Eid, Diwali performances, Coffee mornings, Fundraising events, Remembrance week Parental support and training</p>
<p>Encouraging pupils to work cooperatively.</p>	<p>Learning Partners during class discussions Staff training on whole class participation techniques, group work and learning partners. PE: Team games Group wellbeing activities</p>
<p>Encouraging pupils to recognise and respect social differences and similarities.</p>	<p>PSHCE themes when challenging stereotypes. In History-related projects children learn about how different civilisations are organised</p>
<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<p>Termly topic plans have enrichment and enhancement opportunities with visitors and trips Enhancement days where dress up / thematic creative tasks, cooking, visitors</p>
<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.</p>	<p>RE-related planning and curriculum PSHE curriculum Newsround and current affairs discussions School involvement in community events such as remembrance. Reflected in our school behaviour norms</p>
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<p>PSHE curriculum on aspirations, talents and targets.</p>

Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	Whole school assemblies on aspirations, talents and targets.
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	Pupil voice postbox Circle of Trust Topic-specific debates Current affairs Team games
Providing opportunities for pupils to exercise leadership and responsibility.	Pupils plan further ways to improve our school Pupils have classroom responsibilities 'Expert' students to support peers
Providing positive and effective links with the world of work and the wider community.	Promoting parents to support their child's learning, including regular reading Parents invited to end-of term celebrations Visiting and volunteering at the Cookie Bar or Bike Hub Volunteering at the local farm

CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	Rights Respecting Bronze Award Rights to go to school / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	Sharing stories from other cultures and countries in project lessons

<p>Recognising and nurturing particular gifts and talents.</p>	<p>Differentiation in planning to challenge pupil's learning. PSHCE curriculum look at personal gifts and talents. Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music. Participation in workshops: maths and science Access to music studio Engaging in swimming lessons</p>
<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<p>In literacy, engage in texts from different cultures. Projects on cultures Projects on Flora and Fauna Participation in Art Project and display work in local coffee shop and in school Making links with global events such as the Olympics, Winter Olympics or World Cup. Looking at the local history and how different cultures have shaped it in Project</p>
<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<p>Visits to Sculpture Park, Science museum and indoor rainforest. All students access to music studio Contribution to music compilation CD for local event</p>
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<p>Learning Environment Expectations which reflect themes taught Work is showcased in local cookie bar and school displays</p>
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<p>School's creative curriculum. Plan exciting thematic topics with cultural links In history and science, look at how developments from around the world affect our daily life Curriculum Review and development meetings</p>

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
- Collaboration and ownership of class norms
- 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

