



DDAT PSHE and SMSC Policy

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PSHE and SMSC Policy

1. Introduction

This policy outlines the expectations for Personal, Social, Health and Economic (PSHE) education and Spiritual, Moral, Social, and Cultural (SMSC) development across the schools within the Trust. It aims to foster flourishing and the holistic development of every child, ensuring they are prepared for life and work in modern Britain, underpinned by the values of dignity, respect, inclusivity, integrity, courage, excellence and community as informed by our shared Christian ethos and commitment to flourishing together as one community. Our provision for PSHE and SMSC is key to the realisation of our vision that every child and young person embrace “life in all its fullness” John 10:10.

2. Vision and Aims

Our Vision for Derby Diocesan Academy Trust is to nurture and empower everyone to reach their fullest potential, supporting each other on this journey. Inspired by the teachings of Jesus Christ, we cultivate a vibrant learning community where children and young people flourish academically, emotionally, and spiritually. Our mission and vision flow from the Church of England’s vision for education, which emphasises the development of wisdom, knowledge, and skills; hope and aspiration; community and living well together; and dignity and respect. Together, as a community rooted in Christian faith and education, we embrace the abundant possibilities of “Life in all its fullness”.

Our vision is therefore to nurture flourishing individuals who grow academically, socially, emotionally, and spiritually. Using the 5 domains of flourishing advocated in the National Society for Education’s *Our Hope for a Flourishing Schools System*, the provision of PSHE and SMSC will ensure that all students:

- Build positive **relationships** with peers, teachers, and the wider community.
- Develop a love of **learning**, both in and outside the classroom.
- Consider their **purpose** in life, with an emphasis on their role as responsible citizens.
- Achieve optimal **wellbeing**, cultivating resilience and healthy mental attitudes.
- Have access to appropriate **resources** that enhance their development, including emotional, spiritual, and physical support.

Core Values

Our approach to PSHE and SMSC is rooted in the five domains of flourishing:

➤ **Relationships:**

We believe that fostering healthy relationships is at the heart of personal and social development. Through PSHE and SMSC, students will learn how to form and maintain meaningful relationships, demonstrate empathy, and resolve conflicts in a constructive manner. This includes building an understanding of healthy friendships, positive peer influence, and respectful interactions.

- **Learning:**
PSHE and SMSC provide the foundation for a lifelong love of learning. By integrating spiritual, moral, social and cultural education into everyday teaching, we aim to inspire curiosity, critical thinking, and a sense of purpose in learning. Students will explore issues that affect their lives, which will enable them to make informed decisions and set meaningful goals for the future.
- **Purpose:**
A key element of PSHE is helping students find their purpose, both in the context of their school life and beyond. We encourage pupils to engage with issues related to social justice, ethical living, and active citizenship. By embedding Christian values of service, compassion, and stewardship, students will gain a deeper sense of their role in society and the world.
- **Wellbeing:**
Mental, emotional, and physical wellbeing are integral to student success. Our PSHE and SMSC provision will provide opportunities to discuss mental health, resilience, self-care, and stress management. Students will be encouraged to develop a positive self-image, to understand and manage their emotions, and to seek support when needed.
- **Resources:**
Effective PSHE and SMSC provision relies on the resources available within the school community. These include knowledgeable staff, external partners (e.g., healthcare professionals, youth workers, faith leaders), and a supportive physical and digital environment. The Trust ensures that all schools have the necessary tools to promote personal development in all students.

3. Legislation

Documents that inform the Trust's PSHE/SMSC policy include:

- Education Act (2002);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2024);
- Children and Social Work Act (2017);
- DDAT Safeguarding Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019);
- PSHE Association – PSHE Education Programme of Study (Key Stages 2 and 4);
- Good careers guidance: Reaching the Gatsby Benchmarks.
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy

- Health and Safety Policy

- Inclusion Policy

4. Curriculum Overview

The PSHE and SMSC curriculum will cover the following key areas:

- **Personal Development**
 - Self-awareness and self-esteem
 - Managing emotions and relationships
 - Personal hygiene and health education
 - Goal setting and aspirations
- **Social Responsibility**
 - Developing a sense of social justice
 - Understanding diversity and inclusion
 - The role of faith in social responsibility (for Church of England schools)
 - Developing leadership skills and working collaboratively
- **Health and Wellbeing**
 - Emotional health, mental health awareness, and resilience
 - Understanding healthy lifestyles, including physical activity and diet
 - Internet safety and digital wellbeing
- **Citizenship and Ethics**
 - Rights and responsibilities in the community and wider society
 - Exploring moral dilemmas and ethical issues
 - Promoting sustainability and care for the environment
 - Promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs
- **Spiritual Development**
 - Reflection, prayer, and contemplation (for Church of England schools)
 - Developing an understanding of different worldviews
 - Exploring questions of meaning and purpose
 - Developing a sense of awe and wonder
 - Developing empathy, curiosity, and the ability to reflect and pause

- Exploring a sense of self and place within the world and responding to the big questions in life – such as those of life, death, suffering

5. Implementation

PSHE

The Jigsaw programme provides a structured approach to this learning, offering consistency from Nursery to Year 6, helping children build resilience and develop a sense of responsibility. Encouraging active participation in both local and global communities reinforces the idea that every individual can make a difference. **Throughout the programme the children will be encouraged to discuss views and ask questions in a safe environment.**

Throughout the programme of study:

The inclusion of British values fosters a strong sense of identity and respect within a diverse society, ensuring the children understand the principles of democracy, tolerance, and individual liberty.

The statutory Relationship and Health Education outcomes are covered following our RHE Policy that is reviewed annually.

The Protective Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are addressed where appropriate, using age related contents

Links are made to the UN Convention on the Rights of the Child

In Nursery and Reception, the Jigsaw programme of study mainly covers aspects of Personal, Social and Emotional Development, Communication and Language and the Understanding the World areas of learning in Development Matters In each year group the Jigsaw programme of study is split into 6 puzzle pieces (units of work)

Autumn 1 – Being Me in My World - Includes understanding my own identity and how I fit well in the class, school and global community. During Autumn 1 we hold our Diversity Week following a three-year cycle.

Autumn 2 – Celebrating Differences - During Autumn 2 we also participate in Anti-bullying Week.

Spring 1 – Dreams and Goals - Includes goal setting, aspirations, who do I want to become and what would I like to do for work. During Spring 1 we also participate in Children’s Mental Health Week.

Spring 2 – Healthy Me - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.

Summer 1 - Relationships - Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.

Summer 2 – Changing Me – Includes coping positively with change, puberty and the menstruation cycle (in Year 4), body image, self-image, self-esteem, responsibilities and rights.

Where appropriate, visiting speakers will be invited to enrich and support the PSHE curriculum. All visiting speakers must agree to and comply with the school's Visitors and Guest Speakers Policy.

At Bishop Lonsdale we allocate 1 lesson (1 hour) per week to PSHE. PSHE lessons are tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils with EAL.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

Children with additional needs are supported during PSHE in a range of ways including adult/small group support and by the scaffolding of tasks.

The children are also given the opportunity to apply what they have learnt to their own lives at school through the roles of School and Class Council Representatives, Sports Council Leaders, Eco Council Representatives, Attendance Ambassadors, Emotional Well-being Ambassadors, Bishop Buddies, Reading Ambassadors, Librarians and Mini-Leaders.

Additional Emotional Well-being support is also offered through Wild Minds, Elsa (Emotional Literacy Support Assistant) support, use of the Zen Den at lunch time, friendship groups, through individual Emotional Well-being Plans, Early Help and outside agency support.

Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through discussion and the children's self-assessments and reflections.

Withdrawal from lessons

Parents do not have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see appendix 4 for objectives taught and terminology used). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain. PSHE is a tool to empower pupils with knowledge about what a healthy relationship is/isn't, peer-on-peer abuse, when appropriate sexual violence and harassment, keeping safe online and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Safe Guarding Policy.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

Teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues.

- Curriculum resource e.g. Jigsaw/PSHE association and planning
- Key themes in the curriculum
- Implementation of the curriculum – pedagogy, etc
- Use of visiting speakers
- Space for pupils to ask and have questions answered
- Links to safeguarding and the curriculum as a tool to empower pupils with knowledge about what a healthy relationship is/isn't, peer-on-peer abuse, when appropriate sexual violence and harassment, keeping safe online
- Inclusion – including arrangements and adaptations for pupils with SEND
- Approaches to assessment

SMSC – Spiritual, Modal, Social and Cultural Education

Section 78 of the Education Act (2002) requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils.

The following elements are constituent parts of SMSC:

| | School provision/activities |
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| Spiritual | Collective Worship/Assemblies, daily prayer, school singing practice, spiritual moments of awe/ow/wows/nows, RE |
| Moral | School social responsibility, student leadership opportunities, community service, courageous advocacy/justice Student responsibilities: School council Reading Ambassadors Librarians Team Captains Sports council Min Leaders Ivengers Behaviour Ambassadors Attendance Ambassadors Wellbeing Workers Eco Warriors Oracy Champions Bishop Buddies |
| Social | Pastoral provision, before, after-school/lunchtime club provision, residential in Year 6, trips, forest schools and enrichment activities |
| Cultural | Music, Art, Drama, Languages, Diversity week and enrichment activities, history and RE curriculum |

6. Assessment

The impact of PSHE and SMSC education will be monitored through:

- **Regular evaluations** of pupil engagement and wellbeing surveys.

- **Teacher assessments** of personal and social development.

- **Feedback from pupils and parents** to ensure the curriculum meets the needs of the community.
- **Review** of the PSHE and SMSC provision by the SSIO team and sharing of best practice.

7. Professional Development

Staff will receive regular training on the delivery of PSHE and SMSC, ensuring they are equipped to address sensitive issues with care, respect, and professionalism. Staff will also be supported to model positive relationships and wellbeing in their own practice.

8. Partnership with Parents and the Community

Engaging parents and the wider community in the PSHE and SMSC curriculum is essential. Parents will be kept informed about the curriculum and are encouraged to participate in workshops and discussions. External partnerships with local charities, faith leaders, and healthcare professionals will further enrich the programme. The work of schools to engage with courageous advocacy, the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard, and engaging with change, is one expression of this partnership work in the community, be it local, regional, national or global.

DDAT is committed to fostering the personal, social, and emotional development of every student. By focusing on the five domains of flourishing: **relationships, learning, purpose, wellbeing and resources**, we aim to create well-rounded individuals who are ready to thrive in school and beyond. Our PSHE and SMSC provision ensures that students leave school not only academically equipped but also socially, emotionally, and spiritually prepared for the challenges of the world.