



WILLIAM EDWARDS SCHOOL

SMSC and British Values

PSHE and RSE

2019 /20

Introduction and Context

This handbook covers our school's approach to;

- Personal, Social, Health, Citizenship and Economic education (PSHE)
- Spiritual, Moral, Social and Cultural education (SMSC)
- Relationships and Sex Education (RSE)
- British Values

Guidance provided by the PSHE Association and government statutory guidance (outlined below) has been used to inform our curriculum and approach.

PSHE, SMSC, RSE and British Values help to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. They aim to help them in developing personally and socially and tackle many of the moral, social and cultural issues that affect young people today. They equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Legislation

Statutory guidance that informs the schools approach includes:

- Personal, social, health and economic (PSHE) education
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Promoting fundamental British values as part of SMSC in schools
- Keeping children safe in education
- School inspection handbook
- Equality Act

Organisation

All aspects of these teachings are taught as a spiral programme which is the recurrence of themes throughout the year groups. With each delivery of the theme, the level of demand increases and learning is progressively deepened.

The curriculum consists of tutor time sessions, weekly Period 6 timetabled lessons for Years 7-10, discrete timetabled lessons for Years 7-8 and two off-timetable focus days for each year group. For all these aspects, students are taught by a team of teachers. There are visits from external agencies and speakers such as the Fire Service, Brook, School Nurses and other organisations and charities.

The below table indicates the key PSHE and RSE themes taught to students per year group across this provision;

	Health and Wellbeing	Living in the Wider World	Relationships
Year 7	Transition to secondary school Diet and exercise and how to make healthy choices The risks of alcohol, tobacco and other substances	Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations	Diversity, prejudice and bullying including cyber bullying Managing on-and-offline friendships

	Managing puberty and the issues of unwanted contact and FGM	Making ethical financial decisions Saving, spending and budgeting our money	Self-esteem, romance and friendships Exploring family life
Year 8	First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence Mental health and emotional wellbeing, including body image Managing change and loss	Rights and responsibilities in the community Tackling age and disability discrimination Evaluating value for money in services Risk and consequences making financial decision	Tackling racism and religious discrimination , promoting human rights Online safety and digital literacy Introduction to sexuality and consent Introduction to contraception including condom and the pill
Year 9	Peer pressure , assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction	Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process Planning and carrying out an enterprise project Reflecting on learning skills development in key stage 3	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism Relationships and sex education including health relationships and consent The risks of STIs, sexting and pornography
Year 10	Transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma Exploring the influence of role models Evaluating the social and emotional risks of drug use	Understanding the causes and effects of debt Understanding the risks associated with gambling Readiness for work	Tackling relationship myths and expectations Managing romantic relationship challenges including break ups Understanding different families and learning parenting skills Managing change, grief and bereavement
Year 11	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential Health and safety in independent contexts Taking responsibility for health choices	Understanding the college application process and plans beyond school Skills for employment and career progression	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage

As well as being integrated into subject areas, SMSC and British Values will be taught every year to students whilst they are at William Edwards School, as outlined below;

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
All tutor groups – all years	Participate in community (Social) Tolerance and respect (Social)	Participate, volunteer and cooperate (Social)	Right & wrong (Moral) Understand consequences (Moral)	Reasoned viewpoints (Moral) Moral & ethical issues (Moral)	Cultural opportunities (Cultural) Imagination & Creativity (Spiritual)	Review each area of SMSC Co-construct activities for next year

	Engage in British Values (Social)	Accept and respect (Cultural)	Respect the law (Moral)	Explore Beliefs (Spiritual)	Oneself & Others (Spiritual)	
	Resolve conflict (Social)	Celebrate diversity (Cultural)	Parliamentary system (Cultural)	Respect faiths and values (Spiritual)	Reflecting on Experience (Spiritual)	
		Cultural influences (Cultural)				

There are also wider, extra-curricular activities completed during tutor time which enrich the PSHE, SMSC, RSE and British Values curriculum. Alongside this, individual departments have a central overview of how these curriculums can be enhanced alongside their individual schemes of work.

Creating a Safe Learning Environment

We will create a safe and supportive learning environment by establishing clear 'ground rules' and confidentiality policies at the beginning of all Period 6 and Curriculum Time classes in September. There will be a consistent first lesson of the year approach with all student, regardless of year group, to ensure that this is understood by all and there is a cohesive approach to involve students in the important elements of creating this.

Further to this, interactive distancing learning methods will be used in individual lessons that support participating and encourage reflection are promoted including paired work, small group work, class discussion, questioning, drama and distancing techniques e.g. scenarios, fiction, TV, DVDs.

All lessons will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will also take into account the full cultural backgrounds of all children to ensure that all can fully access PSHE and SMSC education provision.

Due to the nature of the PSHE/SMSC education, pupils learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; and it is important for everyone's safety that teachers 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.

In the event of a disclosure, teachers will consult with the designated safeguarding lead and in her absence their deputy. Visitors and external agencies which support the delivery of topics will also be required to follow in line with our schools Safeguarding and Child Protection policy.

Teaching Responsibility

This programme will be led across all staff. Staff will be supported by CPD and training which will be initially set up on the first INSET Day in September.

Visitors to the classroom can bring expertise or personal stories to enrich pupil's learning. However, the teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be a part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning, and to ensure that it is safe

Assessment

As with any learning process assessment of students' PSHE, SMSC, RSE and British Values development and understanding is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

Students have the opportunity to reflect on their own learning and personal experiences and set goals and agree strategies to reach them. This process of assessment has a positive impact on student's self-awareness and self-esteem

Quality Assurance

PSHE, SMSC, RSE and British Values are monitored in a range of ways; including student's questionnaires and evaluations, and regular meetings of staff to monitor and evaluate the programme and share good practice.

Further to this;

- Teachers will critically reflect on their work in delivering all lessons through self-evaluation
- Pupils will have opportunities to review and reflect on their learning during lessons and at the end of topics
- Pupil voice will be influential in adapting and amending planned learning activities and content
- Each aspect of provision will have individual monitoring and evaluation techniques to ensure quality assurance

Right to Withdraw from RSE Education

We acknowledge that Relationships and Sex Education is the right and responsibility of the parent. William Edwards School provides relationships and sex education to support parents in fulfilling this responsibility.

However, legislation states that parents have the right to withdraw their children from aspect of RSE which do not form part of the science national curriculum.

If Parents wish to exert their right to remove their child from such learning, then they should state it in writing to the Head Teacher

