

PSHE and SMSC Policy

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1 Introduction

The aim of our personal, social, health and economic (PSHE) education in our school is to equip our pupils with the knowledge and understanding to be able to achieve the highest aspirations for their lives, this is the core of our school mission, vision and values.

At The Cavendish School our mission is “Enabling-the-self”. This underpins our whole approach to education and to our curriculum in particular. Children and young people with ASC frequently describe aspirations that are similar to their neurotypically developing peers including a need to communicate effectively, build relationships, develop friendships, participate in purposeful activities, be independent, self-advocate and be happy.

Simply put this means that we are creating learning which allows our pupils to become happy, healthy adults who

- ∞ Flourish and thrive
- ∞ Are independent and self-advocate
- ∞ Are employed
- ∞ Achieve their aspirations
- ∞ Are fully immersed in their communities

Our Vision is to be an **outstanding** and **inspiring** learning community that is truly inclusive, innovative, impactful and international. We will provide a safe and nurturing environment, in which pupils can enjoy learning, achieve their potential and develop the key skills they need to thrive as independent, emotionally and socially confident young adults

Inclusive – embracing and supporting all students to achieve highly

Impactful – Supporting Inquiring, Knowledgeable and caring young people who help to create a better and more peaceful world through intercultural and neurodiversity understanding and respect

Innovative – challenging and supporting all members of the community to look forward with confidence and to be at the forefront of education thinking and achievement

International – developing and adopting a global outlook and encouraging all members to acquire international-mindedness

The Cavendish School values are aligned with the International Baccalaureate Learner profile these are



2 Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Within our Primary phase:

- ∞ We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- ∞ We must teach health education under the same statutory guidance

Within our Secondary phase

∞ We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

∞ We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

3 Content and Delivery

3.1 [Why do we teach PSHE?](#)

- ∞ PSHE education prepares our pupils to live their 'best lives' - both now and in the future
- ∞ PSHE education is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives
- ∞ As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society
- ∞ PSHE education helps in reducing, or removing, many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn, achieve and raise aspirations
- ∞ Our PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing
- ∞ Our PSHE programme contributes to pupils' careers education through exploration of career paths, meaningful encounters with employers
- ∞ The learning provided through our PSHE education provision is an essential contribution to the safeguarding of our pupils
- ∞ Our pupils will be prepared for Adulthood in the widest sense.

3.2 [What impact do we want from PSHE for our pupils?](#)

- ∞ Pupils are able to flourish and thrive
 - they are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives
- ∞ Pupils are independent and self-advocate
 - Opportunities are provided for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them
 - Pupils are supported in building their confidence, resilience and self-esteem
 - Pupils are able to identify and manage risk, make informed choices and understand what influences their decisions
 - Pupils are supported to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings
 - Pupils will develop an understanding of themselves, empathy and the ability to work with others
 - Pupils will develop core 'life skills' to encourage and support independence
- ∞ Pupils are fully immersed in their communities
 - Pupils will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives
 - Pupils will develop an understanding of themselves, empathy and the ability to work with others
- ∞ Pupils are employed, and achieve their aspirations
 - they are encouraged to be enterprising and are supported in making effective transitions, positive learning and career choices, and in achieving economic wellbeing
 - Pupils feel fulfilled and that they are on the path to achievement as they want it – this can include a career, leaving alone, driving or having a partner.

3.3 What we teach

Our PSHE curriculum and what we teach can be found within our own progression grids and carefully formatted progression grids which are a synthesis of the International baccalaureate, Autism specialist programmes, the PSHE association and of course our own individual context.

Further information on the PSHE programme can be found within the PSHE section of our curriculum pages and within our personal development curriculum “enabling the self”

3.3.1 The PSPE strands:

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner’s concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Related concepts: autonomy, character, diversity, ethnicity, fulfillment, gender, heritage, image, initiative, perseverance, resilience, self-regulation, sexuality, spirituality, trust.

Active living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body’s response to exercise; the importance of developing basic motor skills; understanding and developing the body’s potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Related concepts: aesthetics, biomechanics, body control, body form, challenge, competition, energy, flexibility, flow, growth, goal setting, improvement, leisure, mastery, overload, physiology, power, rest, spatial awareness, strength and endurance, stress.

Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.

Related concepts: belonging, citizenship, community, conflict, conformity, control, culture, discrimination, fair play, interdependence, justice, leadership, peace, preservation, reparation, safety, stereotype, team work.

Alongside the PSPE scope is another of equal importance, particularly within our context of a specialist ASD provision.

3.3.2 The Social studies strands:

Human systems and economic activities

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

Related concepts: communications, conflict, cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.

Social organization and culture

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

Related concepts: artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.

Continuity and change through time

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

Related concepts: chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.

Human and natural environments

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Related concepts: amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, settlements.

Resources and the environment

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Related concepts: conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.

These strands are supported and infused with the IB learner profile attributes which comprise of The Cavendish School's core values. These are being a person who celebrates difference, is a thinker, Moral, caring, leads a balanced life, is knowledgeable, reflective, courageous, a communicator and is a life-long inquirer.

Throughout these scopes and sequences of learning the pupils will know about the key areas covered within the statutory guidance for both primary and secondary aged pupils.

3.4 How we teach it

As our PSHE curriculum is an integral part of the overall curriculum it is taught within the lines of enquiry and interwoven throughout the school day. There is additional directed teaching time which is given as a PSHE lesson and curriculum responsiveness allows us to appropriately include **Taught safeguarding as** response to our contexts needs as identified through concerns. Delivery in addition to the explicit lessons is also during the directed personal learning goal time and are determined by an individual's needs and understanding.

Elements of the curriculum can also be supported through

- ∞ Assemblies (Please see Assembly Topic plan)
- ∞ School trips
- ∞ Community events
- ∞ Speakers
- ∞ Assessment will be through a learning journey evidenced in the evidence learning app.
- ∞ Themed days

4 Roles and responsibilities

4.1 The governing board

The governing board will hold the Deputy headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to Stephanie Smith Deputy Headteacher

4.2 The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- ∞ Delivering PSHE in a sensitive way
- ∞ Modelling positive attitudes to PSHE
- ∞ Monitoring progress
- ∞ Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5 Spiritual, Moral, Social and Cultural

The Cavendish School has a strong commitment to the personal and social development of all pupils. The school vision and values alongside the mission of the International Baccalaureate curriculum “The international baccalaureate aims to develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intellectual understanding and respect” on an international stage, both supports spiritual, moral, social and cultural characteristics in all pupils.

5.1.1 Spiritual development is when we:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

5.1.2 Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

5.1.3 Social development is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

5.1.4 Cultural development is when we:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

In our school pupil's SMSC development is will be seen for example in:

- ∞ Taking part in a range of activities regarding social skills
- ∞ Developing an awareness and respect for diversity
- ∞ Developing and appreciation of theatre
- ∞ Developing an understanding of right and wrong.
- ∞ Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- ∞ Taking part in sporting opportunities.
- ∞ Taking part in cultural opportunities.
- ∞ Taking part in artistic opportunities.

- ∞ Developing the attributes at the heart of the schools ethos – our shared values with the IB learner profile.

SMSC is embedded throughout the curriculum at The Cavendish School. This integrated approach ensures that aspects of SMSC is considered in all subject areas. As an integral part of the overall curriculum it is taught within the lines of enquiry and interwoven throughout the school day. At times there maybe additional directed teaching time which is needed with specific areas, these are delivered with explicit lessons during the directed teaching and therapeutic time and are determined by an individual's needs and understanding.

Elements of the curriculum can be supported through

- ∞ Assemblies (Please see Assembly Topic plan)
- ∞ School trips
- ∞ Community events
- ∞ Speakers
- ∞ Assessment will be through a learning journey evidenced in the evidence learning app.
- ∞ Themed days

6 Impact of PSHE and SMSC

In order to reflect further on the impact of all our work on SMSC and PSHE:

- We engage governors, families and community
- Hear our student voice
- Observe staff and pupil interactions
- Support Social Behaviour
- Complete learning walks reflecting on resources and practices.
- We monitor as part of pupils Learner profiles, Learner portraits and EHCPs