



Personal, Social, Health and Economic Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC) Policy

Sir William Burrough Primary School

March 2025



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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change



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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.



2. Scope of the Policy

This policy applies to all teaching and student-facing staff.

3. Policy Aims and Ethos

The aim of the personal, social, health and economic (PSHE) education policy is to provide staff with guidance about the ways in which they can help promote our school's Personal Development ethos and further help foster the spiritual, moral, social and cultural development of all pupils.

At SWB, we have a whole school approach to our Personal Development provision, therefore, our PSHE curriculum is strongly tied to our RSHE, relationships, health education and pastoral care programme.

The aim of the PSHE programme is to equip our pupils with the knowledge and skills required to live safe, healthy, well informed, independent, and financially literate lifestyles, within modern British society.

At each key stage across the school, we offer a broad and balanced PSHE curriculum which explores the core themes of Health and Wellbeing (Mental and Physical Health), Relationships and Sex Education and Living in the Wider World (SMSC & Citizenship), which helps enable our students to better navigate the world as true global citizens.

In the planning and delivery of PSHE education we will show due regard under the Equality Act 2010 to the need to:

- Eliminate discrimination and harassment
- Advance equality of opportunity and
- Foster good relations.

4. Links to Legislation and Guidance Documents

4.1. Relevant External Documents

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'.



DfE and PSHE Association Guidance

This policy has been written with reference to guidance from the Department of Education (DfE) and the PSHE Association, which states that a school curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- All National Curriculum subjects should provide opportunities to promote pupils (SMSC) development
- Help children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn such as anxiety and unhealthy relationships.
- Help pupils to develop the skills and aptitudes like teamwork, communication and resilience that are crucial to navigating the challenges and opportunities of the modern world and are increasingly valued by employers.

This policy is based on the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and its advice for schools on preventing and tackling bullying. It also refers to the Department's guidance on protecting children from radicalisation.

It reflects existing legislation including, but not limited to, the Education Act 1996 (as amended), the Education and Inspections Act 2006, the Equality Act 2010 and the Online Safety Act 2023. In addition, it reflects the Education Act 2011, which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so. The policy also takes into account the National Curriculum computing programmes of study and complies with our funding agreement and articles of association.

4.2. Relevant Internal Documents

This policy should be read in conjunction with the following policies:

- Relationships, Health and Sex Education Policy (Primary)
- Trips
- Safeguarding
- E-Safety
- Anti-Bullying.



5. Roles and Responsibilities

5.1. Governors

The Governing Board will approve this policy and hold the Executive Headteacher/Headteacher to account for its implementation. Additionally, all governors will ensure that they have read and understand this policy.

5.2. Deputy Headteacher (Curriculum) and Pastoral Leader

The Deputy Headteacher (Curriculum) and Pastoral Leader are responsible for:

- Oversee, quality assure and support the work of the PSHE Curriculum Lead
- Ensure that the statutory requirements are met

5.3. PSHE Curriculum Lead

The PSHE Curriculum Lead is responsible for:

- Oversee the implementation and updating of this policy
- Ensure that PSHE & SMSC is delivered across the school.
 - This includes the coordination, planning, implementation, monitoring and evaluation.
- Ensure that all staff receive necessary training for the delivery of all PSHE strands (including PREVENT and RSE training)
- Lead and maintain communication with parents regarding all aspects of the PSHE curriculum.

5.4. Phase Leads

The Phase Lead is responsible for:

- Supporting the PSHE Lead with monitoring the delivery of the PSHE lessons
- Supporting the PSHE Lead with communicating with parents regarding all aspects of the PSHE curriculum.

5.5. Class Teachers

Class Teachers are responsible for:

- Delivering the PSHE curriculum in line with this policy and resources provided to them.



5.6. All Staff and Volunteers

All staff, including agency staff and volunteers, are responsible for:

- Modelling positive attitudes towards PSHE.
- Implementing this policy consistently

6. Aims of the PSHE Curriculum

Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle
- Understand how to stay safe and behave online
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe
- Understand the law and consequences of risky behaviours
- Develop responsibility and independence within school which they will take forward into society in their working lives
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world
- Understand what constitutes 'socially acceptable' behaviour at school and in society
- Be a constructive member of society.
- Understand democracy
- Develop good relationships with peers and adults
- Develop self-confidence, self-esteem and self-worth
- Make positive, informed choices as they make their way through life
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.



7. Curriculum Context

7.1. PSHE

PSHE in the Primary School encompasses aspects of Relationships and Health Education, financial education, Online Safety learning, alongside other themes as followed in our PSHE curriculum:

- Term 1: Being Me in My World
- Term 2: Celebrating Difference
- Term 3: Dreams and Goals
- Term 4: Healthy Me
- Term 5: Relationships
- Term 6: Changing Me

Curriculum delivery includes:

- PSHE timetabled lessons
- Themed Assemblies
- Circle Times
- Continuous modelling and scaffolding of PSHE concepts to pupils by staff throughout the school day
- Themed workshops facilitated by external agencies as appropriate
- Enrichment activities and school events
- Pastoral care of pupils

PSHE lessons and circle times are delivered by Class Teachers and primary colleagues, however, other aspects are specifically delivered by outside agencies who are specialists in their particular field, including Health Professionals, Police and First Aid trainers.

PSHE lessons for students with special education needs and disabilities includes appropriate learning experiences that are tailored and made accessible. Where necessary, the school's DSL and SENCO are consulted on best practice for delivery and ensuring suitably adapted teaching for specific pupils.

7.2. SMSC

Provision for Spiritual Development

Pupils are encouraged to:

- Use rationale and thoughtfulness to solve problems and empathise with others
- Investigate with an open-minded approach
- Participate in comfortable discussions about religion and beliefs
- Respect the integrity of each person and their differences
- Treat their peers, staff and visitors with respect.



Provision for Moral Development

Pupils are encouraged to:

- Distinguish between right and wrong
- Respect the law and the SPW Behaviour and Student Culture Practices
- Understand the principles of making informed choices and not be swayed by peer pressure
- Be honest
- Respect the rights and property of others
- Help those less fortunate than themselves
- Act considerately towards others
- Take responsibility for their own actions
- Exercise self-discipline
- Have high aspirations
- Have positive attitudes
- Seek to understand and develop worthwhile relationships with peers, staff and other adults in the community
- Respectfully discuss moral questions
- Reflect upon and develop a personal view on ethical questions raised in science and other subject areas.

Provision for Social Development

Pupils are encouraged to:

- Interact respectfully and positively with each other
- Participate fully and take responsibility in lessons and in enrichment activities
- Always demonstrate positive behaviours
- Network successfully with others and work positively as part of a group/pair
- Take personal responsibility and initiative
- Show sensitivity to the needs and feelings of others
- Understand citizenship and experience being part of a whole caring community
- Acknowledge that every member of the community has a worthwhile contribution to make
- Develop resilience and a growth mindset towards tackling challenges
- Listen to and respect the viewpoints and ideas of others, including participating in student surveys
- Participation in and/or working with the school council
- Celebrating and recognising self and others achievements through the schools' rewards and recognition strategy
- Investigate and participate in activities that develop life skills.



Provision for Cultural Development

Pupils are encouraged to:

- Develop a sense of belonging to their own culture and be proud of their cultural background
- Respond with an open mind to cultural events
- Share different cultural experiences
- Respect different cultural traditions
- Understand codes of behaviour from other cultural traditions
- Develop an awareness and recognition of what a 'cultured person' appreciates in terms of visual arts, performing arts and culinary arts
- Develop a love of learning beyond their own frame of reference
- Build resilience to radicalisation and challenge extremist views whilst still appreciating the values and customs of other ethnic and faith groups which make up modern British society,
- and the world beyond
- Be aware of the fundamental British Values of Democracy, the Rule of Law, Individual Liberty,
- Mutual Respect for and Tolerance of those with different faiths, beliefs and for those without a faith
- Participate in a range of enrichment activities.

8. Delivery Preparation

- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all
- Relevant staff will undergo regular RSE delivery training
- All relevant staff are provided with ongoing CPD for delivery of PSHE.

Assessment

Self and Peer assessment are actively encouraged, and pupils are given time to reflect on what they have learned. For PSHE lessons ongoing formative assessment is used in lessons.

Quality Assurance

The delivery of Personal Development and PSHE is monitored by senior leaders and the subject leaders. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer questions such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?



- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Are pupils making good progress in lessons from their starting points?
- What further improvements and developments can be implemented as part of the effective implementation planning for Personal Development and PSHE?

These questions can be answered through planning reviews, drop-ins, staff and student surveys, regular review of the PSHE & RSE Policies and sampling the quality and content of children's work.

9. Disseminating and Monitoring the PSHE/SMSC Policy

A copy of this policy will be shared with all staff and governors. A full copy will be made freely available to parents on request, and it will be reviewed annually.

The quality of provision in PSHE/SMSC will be consistently monitored through annual reviews of the lesson resources, learning walks, pupil voice and staff feedback. The PSHE Curriculum Lead will create/source provide the resources used for sessions. Senior Leaders will monitor and address any pastoral or any other issues that may arise from the core themes which are explored.

Via the student council and student surveys, students will be consulted and will be able to give feedback on all relevant elements of the PSHE programmes and activities as appropriate.

10. Parental Involvement

Parents are paramount in supporting their child's personal development. The school will work in partnership with parents by sharing information about the PSHE curriculum content. Further curriculum information will be shared on the website and is accessible to all parents.

11. Monitoring Arrangement

This policy will be reviewed by a member of the Senior Leadership Team. At every review, the policy will be shared with the governing board.



12. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

13. Appendix 1 – Key Members of Staff Referenced

Personal Development Lead (SLT)
PSHE Curriculum Lead
Designated Safeguarding Lead
SENDCo
Deputy Headteacher (Curriculum)
Phase Leaders
Class Teachers

14. Appendix 2 – Links to Legislation & Guidance Documents

- <https://www.legislation.gov.uk/ukpga/2002/32/section/78>
- <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
- <https://pshe-association.org.uk/resources-landing>
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education)