
Kingsbrook School

SMSC / PSHEE Procedure

Kingsbrook School

Southburgh

Thetford

Norfolk

31st August 2020

Review: 30th August 2021

SMSC and PSHEE Policy

Introduction:

This policy provides an overview of all aspects of PSHEE (including SRE) demonstrates work on respect for others, British values, economic wellbeing, personal development, SMSC, promotion of non-partisan political views and shows how these are addressed by the school. This is in line with the new national Ofsted framework.

The 1988 E.R.A, requires the curriculum of the school to be balanced and broadly based and it should:

- a) “promote the spiritual, moral, cultural, mental and physical development of pupils and
- b) Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- c) promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.”

While coherent, planned and progressive programmes are in operation within the taught curriculum, we recognise that successful PSHEE depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- Constructive relationships with education and hospital staff
- Appropriate daily routines in the school and the home based on planned opportunities for young people to look after themselves
- Assemblies and tutorials
- Visitors to the school and educational visits
- Cross-curricular learning in other subjects of the curriculum
- The provision of and careers education
- Constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

Aims and Objectives:

The key purpose of PSHEE is the development of the individualism leading to self-empowerment and continual building self-esteem. The aims of PSHEE are to provide opportunities and experiences, which enable pupils to:

- a) develop a positive self-concept
- b) develop personal skills
- c) relate positively to others
- d) develop skills for life in an ever-changing world
- e) develop a sense of responsibility to self and to society
- f) develop the fundamental British values
- g) develop economic skills for independent living

For all of our students the key objective to personal development is the fostering of independence skills which will ultimately enable young people to be as self-sufficient in adult life as they can be.

Evaluating personal development

Within the taught programmes assessment has similarities with other subjects:

- Verbal and written comment, and sometimes marks, on completed tasks
- Feedback from peers
- Self-assessment by pupils
- Teacher assessment
- Examination success

However, judgements about the progress made by young people in relation to their personal development will also need to take into account wider sources of evidence:

- Improving behaviour and attitude in all lessons.
- Improving attendance.
- Decline in negative behaviours
- Evaluations of contributions to the school's and the wider community
- Perceptions of parents, carers and social workers

Key strands of PSHEE

1. Emotional Well-Being

The social and emotional aspects of learning are a priority for all young people, and for this reason the curriculum must pay particular attention to:

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

For young people with mental health difficulties some or all of the above will be particularly challenging. They will need to be modeled by all staff and in all communications within the school. They must be addressed within lessons as general developmental themes, but also in individual tutorials, in evaluating individual incidents and other contacts, when the specific needs of the individual can be more directly addressed. The wider school environment should enable this, helping them to build up their confidence by openly addressing issues of emotional well-being. For some young people, for example with mental health needs, specialist therapeutic interventions may be planned, and those planning for lessons in personal development need to be aware of those particular needs and interventions.

We are conscious of the particular vulnerability of our young people, and will take careful account of individual barriers within all aspects of individual education and behaviour planning.

2. Relationships and Sex Education

This will cover, in an age-appropriate, (physically and mentally) way, issues such as:

- Physical aspects
- Contraception
- Exploitation
- Awareness of risks.

Because of the personal circumstance and vulnerability of many of our pupils, we will address all relevant knowledge and understanding in approaches that have been customised with specialist advice where necessary.

Kingsbrook School offers Relationships and Sex Education to all of its students and this is a compulsory part of the curriculum as from September 2020. Kingsbrook School provides relationships and sex education spanning curriculum expectations set from Reception Year to Year 11. Dependent upon a student's existing knowledge, will determine which year group their Relationships and Sex Education will start from. Student's will be assessed at the end of each learning module to ascertain not just progress made but also to determine if the programme is pitched correctly to the student's understanding and learning needs. Please refer to Kingsbrook School's Relationships and Sex Education Procedure for a more detailed overview of curriculum intent.

3. Drugs, Alcohol and Tobacco Awareness

Again, this is a crucial area in PSHEE, as the Children/Young People need to be prepared to lead a confident, healthy, safe and independent life. We aim to increase the child's knowledge and understanding about drugs, alcohol and tobacco and the effects they produce. This can help the students explore their own and other's attitudes, developing skills such as assertiveness, communication, risk assessment and problem-solving.

4. Nutrition and Healthy Living

Healthy living is a key aspect of life, as it is needed to survive and live life to the full! We want the students to learn the importance of a healthy, balanced life and how not having this can lead to long-term problems. We aim to look at all areas within this, for example, personal hygiene,

- diet
- food preparation
- eating disorders,
- heart disease
- exercise and how Physical Education can help to maintain a healthy lifestyle.

5. Independence skills

These will range from personal care through to learning about budgeting, finances, careers, home management, etc. This will educate the Children/Young People into developing the skills needed to lead a confident and independent life.

For young people in care, the Care team contribution will be identified and the learning recorded.

6. Safety awareness

We will look into ways the students can keep themselves safe at homes, school, travelling, in play and in sports and leisure. The Children/Young People need to be aware of the potential risks so that they can be safe in all of the above.

7. Citizenship

Citizenship within education has an important role, as it allows pupils to gain the knowledge, skills and understanding that will hopefully help them to play an effective role in society. The main emphasis is for the Children/Young People to play a helpful role in their own communities, giving them a greater insight into the way democracy and the economy works. It encourages respect for all and develops pupil's abilities to debate and reflect on issues of concern.

Citizenship is set out in 3 elements; these are as follows:

Social and Moral Responsibility

The Children/Young People need to be aware of socially and morally responsible behaviour. This should be learnt through classroom activities and reflecting upon experiences they may have or have had.

Community Involvement

Children/Young People should learn about all communities from the school, neighbourhood, local, national and global, with the aim of them becoming aware of the benefits of being helpfully involved in their communities.

Political Literacy

The aim of this is to build up the knowledge of the Children/Young People in regards to the democracy, from local through to national / international. The skills they should learn are the British values which are necessary to make themselves more effective in the life of their and other's communities.

A good citizenship programme based on these three strands will enable young people to meet the requirements of independent school regulations and:

- *enable pupils to develop their self-knowledge, self-esteem and self-confidence;*
 - *enable pupils to distinguish right from wrong and to respect the civil and criminal law;*
 - *encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;*
 - *provide pupils with a broad general knowledge of public institutions and services in England;*
 - *assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; and*
 - *encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;*
- (Independent School Standards 2010, as in force from January 2013)

8. SMSC

This includes:

Spiritual

- Give pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they affect peoples' lives.
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage pupils to relate their learning to a wider frame of reference- for example, asking 'why?' 'how?' and 'where?' as well as 'what?'.

Moral

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.

Social

- Foster 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.
- Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.

Cultural

- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present authentic accounts of the attitudes, values and traditions of diverse cultures.
- Extend pupils' knowledge and use of cultural imagery and language. Recognising and nurturing particular gifts and talents.
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance

9. British Values

'fundamental British values' is promoted through a number of areas. These are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
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10. Promotion of non-partisan political views

Pupils should not, be actively encouraged by teachers or others to support particular political viewpoints.

The following are definitions of the key terms used.

Partisan - in a case relating to the alleged promotion of partisan political views in maintained schools¹ the judge considered that the best synonym for "partisan" was "one-sided".

Political views – views expressed for a political purpose. A political purpose is either directly or indirectly:

- to further the interests of a particular political party; or
- to procure changes to the laws of this or another country; or
- to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

Contributions to PSHEE:

1. Personal Social Education Curriculum

These make a significant contribution to the personal development of the students.

- a) This curriculum aims to provide students with knowledge, understanding, skills and experience to be able to think and act for themselves and develop an acceptable set of qualities and values to meet the demands of adult life.
- b) To develop positive self-concept students are allowed to explore personal values, beliefs and feelings. They are able to develop, creativity, imagination, a sense of humour, open-mindedness and vision. They are given the opportunity to set personal goals, and identify ways to achieve, review and monitor them.
- c) To develop personal skills, the PSE curriculum allows students to show initiative, independence, self-reliance and develop skills for everyday life. Emphasis is also placed on the improvement of communication and problem-solving skills.
- d) To help students relate positively to others, the PSE curriculum encourages students to establish positive relationships and friendships, respecting opinions of others and avoiding prejudice and stereotyping. A great emphasis is placed on co-operation through group work.
- e) In developing a sense of responsibility to self and society, the students explore the needs for rules and regulations.

2. Preparation for working life

These lessons provide the students with an opportunity to develop skills needed for their future lives. They have to be able to produce an action plan for their future and understand what they need to do to get to where they want to be. They explore how to write a CV, application form and develop the skills to have a successful interview. It focuses on developing pupils communication skills and involves them discussing and listening with others, within a small group setting.

3. The educational visits programme:

The school organises educational trips throughout the school year. Students are provided with the opportunities to learn outside of the classroom. This is dependent upon each student's risk assessment and trips are supported by the Activities Coordinators within the Occupational Therapy Team.

4. Social skills and emotional literacy lessons are part of all the students curriculum and promotes the emotional well-being of themselves and their ability to improve upon and develop pro-social behaviours.

5. Cross-curricular contributions towards British Values (see subject related SOW):

a. Humanities: RE, History and Geography programme within Humanities,

- i. RE is taught as part of the ASDAN programme and covers appreciation and respect of others and their own beliefs and other cultures. It Looks at other faiths and assists in creating harmony within the school, local communities and wider issues faced nationally.
- ii. History is taught as part of the Humanities programme and studies the past in Britain and the wider world. Students consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, students develop a chronological framework for their knowledge of significant events and people. They can see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.
- iii. Geography is taught as part of the Humanities programme and students study the way the world works. There is a focus on the environment, mainly through landscapes and their evolution through space and time. Students also explore the role of space and place in the creation and functioning of society. The relationship between the human and physical environments is recognised to be important.

b. English:

English is vital for communicating with others in the school and in the wider world, and is fundamental to learning in all curriculum subjects. In studying English, students develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to a sense of cultural identity. Students learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-Computer studies in and media texts, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of English helps students understand how language works. Using this understanding, students can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

c. Science:

The study of Science at Kingsbrook School offers students opportunities to find explanations. It engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought. Students learn how knowledge and understanding in science are rooted in evidence. They discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They trace the development of science worldwide and recognises its cultural significance. They learn to question and discuss issues that may affect their own

lives, the directions of societies and the future of the world. This is developed through the focus on Biology, Chemistry and Physics.

d. Maths:

Maths is studied by number and counting, addition, subtraction, multiplication and division, fractions, decimals and percentages, geometry, measurement and data handling (e.g. graphs and charts). Students also learn how to use and apply the Math's they learn in different situations.

Maths is taught in timetabled lessons; students also practice and use numeracy in a thematic way throughout all lessons in the school day.

e. Computer studies:

Kingsbrook School recognises that Computer studies an essential skill for life for all students. Computer studies capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. Computer studies capability is fundamental to participation and engagement in modern society.

Students use Computer studies to find, develop, analyse and present information, as well as to model situations and solve problems. Computer studies enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows students to collaborate and exchange information on a wide scale. Computer studies acts as a powerful force for change in society and citizens should have an understanding of the social, ethical, legal and economic implications of its use, including how to use Computer studies safely and responsibly. Increased capability in the use of Computer studies supports initiative and independent learning, as students are able to make informed judgements about when and where to use Computer studies to enhance their learning and the quality of their work.

f. Vocational:

The vocational education offer at Kingsbrook School promotes successful progression into the labour market and into higher level education and training routes. The provision for vocational studies at the school currently offers Design Technology and Food Technology.

Students gain skills which will lead to progression into a variety of jobs or further learning.

Students work in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world. Students identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. Through vocational studies students develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

g. PE:

Physical Education lessons at Kingsbrook School helps students to develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

Physical education helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that physical education offers, they learn how to be effective in competitive, creative and challenging situations.

h. Food Technology

In Food Technology students explore how to use basic ingredients to prepare a meal. They understand the health and safety requirements when cooking and the importance of a healthy diet. They learn the difference between bread, cereal and other staple foods in a diet. They have to think about numeracy when weighing and measuring and have to have control over the amounts of ingredients to use. Self-control is an important element of food technology.

Parent/carers right to withdraw

The full programme of study and schemes of work can be provided for parents/carers at their request. If there are parts to the intended programme of study that parents/carers do not wish their child to participate in they have the right to withdraw their child. This is outlined in, and communicated to, parents/carers through the school prospectus

