



PSHEe, RSHE and SMSC Policy

This document applies to all parts of The Pilgrims' School,
including parents and pupils in the Early Years Foundation Stage.

Responsibility of: The Head of PSHEe
Reviewed by Head of PSHEe: September 2025
Agreed by Governing Body: November 2024
Next Review Date SLT: September 2026

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Introduction

All schools are required to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. This includes the promotion of the spiritual, moral, cultural, mental and physical development of pupils in order to prepare them for the opportunities, responsibilities and experiences they will meet in later life (Section 78 Education Act 2002, Academies Act 2010). Integral to this curriculum is the teaching of PSHEe. It is vital to recognise that this involves implementing a whole school approach, with the understanding that PSHEe issues may arise in any area of the curriculum both inside and outside the classroom.

Aims

The aim of PSHEe is to provide pupils with:

- accurate and relevant knowledge fitting for life in the world our pupils inhabit today and preparing them for life in years to come;
- opportunities to turn that knowledge into personal understanding to help to develop their self-knowledge, self-esteem and self-confidence;
- opportunities to appreciate non-material aspects of life (whether religious, philosophical, or other);
- opportunities to explore, clarify and, if necessary and appropriately done, challenge their own and others' values, attitudes, beliefs, rights and responsibilities;
- opportunities to develop moral and ethical values of their own;
- the life skills they need in order to live healthy, safe, fulfilling, responsible and balanced lives and to contribute positively to the lives of those living and working within their local community, as well as in the wider society;
- an understanding of what it is to be a positive and active member of a democratic society, and to respect the fundamental British values of democracy, the rule of law and individual liberty;
- an understanding that while people may hold different views about what is "right" and "wrong", all people living in England are subject to its law;
- to enable pupils to distinguish right from wrong, to respect the norms of good conduct, to respect the civil and criminal law of England;
- to encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- an appreciation of their achievements and those of the Western cultural tradition and the principle of mutual respect and acceptance of those with different faiths, beliefs and backgrounds in a way which promotes tolerance and harmony between different cultural traditions;
- encouragement to accept responsibility for their own behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school, and to society more widely;
- a good standard of personal development by the time they leave school;
- a broad general knowledge of, and respect for, public institutions and services in England.

Research has shown that an effective PSHEe programme within a school impacts positively on the progress and achievements of pupils in all other areas of the curriculum.

Fundamental British Values

The understanding and knowledge expected of pupils as a result of the promotion of fundamental British values includes:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others such as the courts, maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Please refer to the Pilgrims' School "Promoting British Values" document for further details on how this is delivered at Pilgrims'.

Relationships, Sex and Health Education

In line with guidance set out in the DfE document 'Relationships Education, Relationships and Sex Education and Health Education' 2019, there is a separate policy for RSHE. **New guidance regarding the teaching of PSHEe is expected shortly and will be implemented in September 2026.**

Organisation and teaching methods

There are three overlapping core themes covered in PSHEe education:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each of these is studied at the appropriate level in each year group, building knowledge and skills from one year to the next. It is important for each teacher to have a clear idea of what they want pupils to learn and to plan activities accordingly.

Delivery of the curriculum

- In the Pre-Prep department, each class teacher is responsible for teaching PSHEe to their class. At the lower age range it is recommended as they are the people most in touch with the pupils at school each day. Teachers need to be aware of the readiness of their pupils to engage with planned topics, sensitive to the current needs of pupils and to adapt their lessons accordingly.
- In Years 3 to 6, a teacher is responsible for teaching each class one 50 minute lesson of PSHEe per week. The teacher needs to be aware of the readiness of their pupils to engage with planned topics, sensitive to the current needs of pupils and to adapt their lessons accordingly.
- In Years 7 to 8, a teacher is responsible for teaching each class one 50 minute lesson of PSHEe per week. The teacher needs to be aware of the readiness of their pupils to engage with planned topics, sensitive to the current needs of pupils and to adapt their lessons accordingly.

Furthermore

- In Years 3 and 4 (Lower Prep), class tutors are able to respond to the needs of their classes. Whole school issues, such as bullying and child protection, are dealt with in this manner. Also, the individual needs of a class, such as building friendships, can also be dealt with.
- In Years 5 and 6 (Middle Prep) and Years 7 and 8 (Upper Prep) the tutor system enables tutors to respond to current questions that pupils may have and contemporary issues as and when they come up. Important whole school themes such as respect for property, bullying (including cyber-bullying and child protection) are addressed through this system by the whole school at the same time. The long tutor period on Friday mornings may be used for this.
- In Years 6, 7 and 8 teaching of RSHE, drug and alcohol abuse and First Aid is provided by experts in these fields who are invited into school. The RSHE teaching is supported and supplemented by a member of our Nursing Team, who is an RSHE specialist.
- It is understood that the principles of PSHEe education should be infused across the curriculum and the school day, and therefore other opportunities for development and learning may arise and should be addressed by the teacher concerned.
- In Year R, 1 and 2 PSHEe will be embedded throughout the curriculum and the Pre-Prep assembly themes, as well as being taught as a discreet subject in Year 1 and 2. The Pre-Prep behaviour policy is built around the Golden Rules, which are embedded in the PSHEe scheme of work.
- In addition, delivery of PSHEe is enhanced by the assemblies, school visits to British institutions such as the Houses of Parliament, and the role of the School Council, Boarding Council and Environmental Committee.
- The scheme of work provides concurrent themes which run throughout year R-6 with each lesson building on previous work covered in earlier terms and years, and in this way opportunities are provided to revisit previous topics. In Years 7 and 8 a slightly different pathway is followed allowing for the maturity of the pupils and their needs.
- A wide variety of teaching methods should be used with an emphasis on interactive learning and the teacher as facilitator. These methods may include, but not be limited to, role play, art activities, games, circle time, drama, discussion and debate.

- Pupils are given opportunities to learn through practical and relevant activities and events, including fundraising for charity, which is often pupil led, links with the community and visitors to the School.
- On occasion the School Council and other student bodies may be used as an opportunity to obtain ideas and feedback from pupils and the Suggestions Box allows boys to ask questions, give feedback and raise concerns.

Monitoring and evaluation

In order to effectively monitor and evaluate the teaching of PSHEe, the Head of PSHEe will:

- support teachers via co-planning, observing lessons and providing constructive, supportive feedback;
- monitor teachers' medium-term planning;
- review and maintain the provision of resources;
- discuss and review regularly, with the Deputy Head Academic and DOS and (if applicable) the Head, progress with implementing this policy in the School;
- keep up-to-date with developments in PSHEe and provide INSET activities when necessary.

At the end of Year 8, there is also an opportunity for pupil voice when Year 8 pupils complete an evaluation of PSHEe as a subject so that improvements may be made based on their reflections.

Cross Curricular links

Throughout the curriculum there are many links between other subjects and PSHEe. These are not prescribed by the PSHEe department but arise in the natural course of teaching. Such links include for example:

English – understanding people and important social issues, personal feelings and various aspects of culture both ancient and modern.

Maths – through understanding numbers and calculations pupils are able to reflect upon how they can manage their finances.

Science – pupils learn about the beauty and wonder of the natural world and are encouraged to care for their environment.

History – pupils learn about the lives of other people, their challenges and difficulties, they learn about important historical events which have shaped our understanding of what it means to be a British citizen and also, a global one.

Geography – pupils learn about the environment, its value and our need to care for it properly. They are becoming aware of the lives of people of different nations and cultures.

Drama – pupils learn about their own feelings, how to express them, and also about the feelings of other people and how to understand them. Drama is also used to help pupils articulate their feelings and give a voice to important stories.

French – pupils learn about French culture through a study of the French language, they understand the wider social realities of being part of Europe and Western civilisations.

Classics – pupils learn about ancient cultures and values and are able to use this knowledge to gain a better appreciation of modern Fundamental British Values.

DT – pupils are able to learn about the environment and the practicalities of looking after it and looking after themselves.

ICT – pupils are able to develop important personal skills by learning how to use ICT. Their awareness of how to stay safe online (including the benefits and risks around the use of Artificial Intelligence) is also developed with the support of their teacher.

PE – pupils learn many important lessons about how to care for their health and working together as a team.

Music – pupils learn many varied social and personal skills through the disciplined study of music in both its theory and practice.

Religious Studies – pupils learn about a wide variety of social, cultural and political issues and are encouraged to debate about the morality of them and to form their own opinions.

Links to other policies

PSHEe should underpin the whole of a pupil's school experience and therefore its objectives may be present in any area of the curriculum, as well as outside the classroom (e.g. lunchtimes, playtimes, residential visits). Specific links, however, are seen with the following policies:

- Teaching and Learning
- Behaviour Management
- E-safety
- Anti-bullying
- Science
- RSHE
- Equal opportunities
- Health and Safety
- Drama
- English
- PE
- History
- Geography

Additional resources and useful information may be found on the PSHEe Association website:
<https://www.pshe-association.org.uk/>

What is RSHE?

Relationships, Sex and Health Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It incorporates elements of Sex, Relationships and Health Education.

Aims

The aims of RS, RSHE and HE at our school are to:

- Help pupils develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Encourage boys to develop caring attitudes and relationships
- Begin to, and then help develop, make a boy aware of their changing physical and emotional needs.
- Recognise the importance of family, its range and diversity, and the need for loving and caring relationships for the wellbeing of an individual.
- Encourage positive culture and attitudes around issues of relationships.
- Explore differences and learn to value diversity in all its forms
- Learn to make responsible decisions
- Reflect on their own individual values and attitudes
- Ensure boys are aware of a need for personal safety and hygiene.
- Provide a sensitive framework to take place.
- Help develop pupils' feelings of self-respect, confidence and empathy.
- Teach boys the correct vocabulary to discuss themselves, their feelings and their bodies.
- To learn to look after their mental and physical health.

This policy reflects guidance from DfE, PSHE Association and the Sex Education Forum. Documents referenced include, but not only, are Keeping Children Safe in Education DfE (2016 and updates), PSHE Association guidance (2019), Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE (2021)

Statutory requirements

Although RS, RSE and HE falls within the boundaries of PSHEe, recent changes from the DfE means statutory delivery of relationships education in Primary school aged boys, and Relationships and Sex Education in secondary aged boys. Health education, whilst not compulsory for independent schools, has been included to ensure pupils cover an age related and coherent curriculum.

The legal requirements are the school provide:

- Relationships Education for primary aged boys.
- Relationships and Sex Education for secondary aged boys.

Policy development

This policy has been developed in the following steps:

- Head of PSHEe collated relevant information, including national guidance, both DfE and other.
- Referral with other stakeholders within the school – nurses, Deputy Head (Pastoral), Head of PP, Headteacher, Head of Juniors, Head of Science.

- Scrutiny of policy by SLT, recommendations and amendments.
- Parent consultation –the policy provided to parents.
- Ratification – shared with governors and ratified.

The policy will be reviewed annually by the Head of PSHEe, and every three years as part of the school guidelines on policy review.

The Role of RE, RSE and HE at The Pilgrims' School

RE, RSE and HE is about learning accurate and age-appropriate skills and attitudes and knowledge about healthy lifestyles, their bodies and how they change, understanding emotions, keeping safe, building healthy relationships, the role of media and the online world, reproduction, drugs and alcohol. RE, HE and RSE gives our boys the essential skills for building positive, enjoyable, respectful and non-exploitive relationships.

Why teach RE and RSE?

Relationships and Sex Education (RSE) and Health Educations – DfE (2019) states:

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other boys and with adults.'

For secondary age boys:

'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.'

Why teach HE?

Relationships and Sex Education (RSE) and Health Educations – DfE (2019) states:

'The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.'

For secondary age boys:

'It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.'

Curriculum and delivery of RE, RSE and HE

The curriculum is set out in **Appendix 1** as part of the overall PSHEe and Science department plans, but we adapt it as and when necessary. The RSE, RE and HE curriculum has been planned following consultation with school nurses, the PSHE Association, DfE guidance and other schools. This ensures the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum. The curriculum addresses traditional and emerging issues, as well as relevant challenges identified by pupils.

The RSE, RE and HE aims will be delivered through, but not exclusively, the following:

- Formalised PSHEe lessons – the Head of PSHEe or designated teacher (Y3-8), or class teachers (Y1-2)
- Subject teachers, such as Science and ICT.
- Health professionals (School nurses)
- Small group work (School nurse, Head of PSHEe/ Director of Wellbeing)
- Class teachers (Y1-4) or tutors (Y5-8).
- Assemblies
- External speakers
- Trips

Teaching and learning (including SEND)

The Pilgrims' School is dedicated to providing the best education it can for its pupils. This includes, but goes beyond, having specialised teaching, carefully planned lessons with appropriate resources, using a variety of teaching staff and methods, trips and external speakers, as well as providing a safe and secure, whilst also challenging, environment. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children (Protected Characteristics-Equality Act 2010).

RE, RSE and HE must be accessible to all pupils. High quality teaching that is differentiated and personalised will help all pupils, but especially those with SEND needs. The current teaching and learning support from the school's learning support department is incorporated into lessons. Some pupils are more vulnerable than others, and RE and RSE is especially important for those pupils, as it deals with some of the issues they may face. Sensitivity and care is taken at all times in the content and delivery of material.

The needs of all pupils need to be appropriately met, and all pupils understand the importance of equality and respect. The Pilgrims' School is mindful of its duty under the Equality Act 2010 to provide the best education that allows pupils to understand the world they live in, especially in relation to minority groups such as LGBTQ+ and BAME communities.

Parental involvement

The Pilgrims' School is committed to working with parents and believes that RE and RSE is an important part of working with families as part of a well-rounded education.

Parents and carers have a statutory right to withdraw their boys from Sex Education content only, except the parts covered in Science. At any point, parents may look at this policy and talk to the school about any content, especially to the Head of PSHEe and the head nurse.

The RE, RSE and HE curriculum is an essential driver in supporting the school's statutory duty to:

- Safeguard and promote the welfare of their boys
- Advance the Equality Act 2010
- Encourage the PSHEe and SMSC development of pupils
- Foster and promote British Values
- Prepare boys for the challenges, opportunities and responsibilities of adult life.

We hope that parents and carers are reassured that the content and aims of RSE, RE and HE are clear and purposeful, age appropriate and dealt with in a safe, open and secure environment. If they do not, we hope these concerns can be addressed by good quality conversations with the school. Parents do not have the right to withdraw their boys from relationships and health education aspects as these are statutory as set out by the DfE.

Should parents/carers feel they wish to request, in writing, that their child be removed from sex education, we will ensure that that child still covers all other parts of RSE, RE and HE, and is engaged in meaningful education.

Controversial and Sensitive Issues

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have differing opinions.

Dealing with Difficult Questions

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

Safeguarding

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head and Designated Safeguarding Lead person in line with the procedures for safeguarding. A member of staff cannot promise confidentiality if concerns exist.

The role of the visitor in regards to RSHE

Visitors are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's SRE policy and work within it.

Monitoring arrangements

The delivery of RE, RSE and HE is monitored by the Head of PSHEe, with oversight in different aspects by the Head, Deputy Head (Pastoral), head nurse and appropriate governor.

This monitoring is through:

Meetings, professional development, planning scrutiny, mutual observations, pupil conferencing.

Appendix 1 - curriculum

The Early Years Foundation Stage

Early Years Foundation Stage has its own core aims, and therefore PSHEe is taught in conjunction with these in mind. Coram Life Education SCARF programme resources and lessons are used, but modified to take these into consideration.

In the Early Years Foundation Stage, PSHEe is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Statutory framework for the early years foundation stage

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop

social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

KS1/KS2

The PSHEe curriculum for KS1 and KS2 at The Pilgrims' School is based around six core themes, from Coram Life Education SCARF programme. These are Me and my relationships, Valuing difference, Keeping myself safe, Rights and responsibilities, Being my best and Growing and changing. In partnership with these, we incorporate the main themes from The PSHE Association: Healthy lifestyles (physical wellbeing), Mental health, Ourselves, growing and changing, Keeping safe, Drugs, alcohol and tobacco, Families and close positive relationships, Friendships, Safe relationships, Respecting self and others, Shared responsibilities, Communities, Media literacy & digital resilience, Economic wellbeing: Money, Economic wellbeing: Aspirations, work and career. These are supplemented from other sources.

KS3

The Pilgrims' School Y7 and Y8 PSHEe programme of study is based around nine main themes, from the PSHE Association 'Programme Builders' for KS3 series. These are: Relationships, Alcohol, tobacco and other drugs, Emotional wellbeing and mental health, Healthy lifestyle and puberty, Identity, Resilience, Discrimination, prejudice and stereotypes, Diversity, Transitions, Digital literacy. In addition, the scheme also looks to build on the National PSHE Association recognized themes of Self-concept, Mental health and emotional wellbeing, Healthy lifestyles, Drugs, alcohol and tobacco, Managing risk and personal safety, Puberty and sexual health, Positive relationships, Relationship values, Forming and maintaining respectful relationships, Consent, Contraception and parenthood, Bullying, abuse and discrimination, Social influences, Learning skills, Choices and pathways, Work and career, Employment rights and responsibilities, Financial choices, Media literacy and digital resilience.

The RSHE component is partly taught through Year 7 and Year 8 talks, usually by the head nurse.

The main themes covered are:

Year 7

- What happens at puberty
- Managing physical and emotional changes
- Managing changing feelings as you grow and mature
- Peer pressure
- Boundaries and healthy choices
- Recognising risk to personal safety
- Personal hygiene

- Healthy choices
- Sexual Images and Sexting

Year 8

- Building blocks of a healthy partnership
- Love languages
- Unequal partnerships and recognising abuse
- What is grooming?
- What is the legal age of sex?
- What is consent?
- Safe sex
- STD's what are they?
- Pornography and sexting

Curriculum mapping

This curriculum has been mapped against the DfE expectations of RSE, RS and HE in conjunction with the PSHE Association objectives to ensure that pupils have a range of experiences and content, that is age appropriate, stimulating and encourages thoughtfulness, sensitivity and safety. The exact mapping, of units against the PSHE Association objectives, can be found in the documents [file:///T:/Teaching/Curriculum/Department Folders/PSHE](file:///T:/Teaching/Curriculum/Department%20Folders/PSHE) located in the PSHEe section of TEAMS. The curriculum is reviewed and updated annually by the Head of PSHEe, in consultation with the Head, Deputy Head (Pastoral), Head of Pre-prep and the head nurse, taking into consideration the needs of the school and guidance from the DfE and The PSHE Association.

Appendix 2

Below are examples of other ways in which RE, RSE and HE is being delivered in the school. They are a sample, and not to the exclusion of other pathways for access. Sometimes these are modified due to circumstances and needs of the school.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
GROUP								✓	
SCARF workshops	✓	✓	✓	✓	✓	✓	✓		
Social and emotional skills			✓	✓	✓				
RSE workshops							✓	✓	✓
e-safety talk	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mental health week	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assemblies	✓	✓	✓	✓	✓	✓	✓	✓	✓
Class teacher/tutors	✓	✓	✓	✓	✓	✓	✓	✓	✓
Residentials/overseas trips								✓	✓
Police visit								✓	✓
Forest school	✓	✓	✓	✓					
Resilience workshops								✓	
Science lessons	✓	✓	✓	✓	✓	✓	✓	✓	✓

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY¹

¹ This policy has drawn upon three key documents:

(1) Improving the spiritual, moral, social and cultural (SMSC) development of pupils: Departmental advice for independent schools, academies and free schools (2013)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268826/dept_advice_template_smscadvicenov13.pdf

Introduction

The context of our SMSC policy lies in the Christian values of the school.

The Pilgrims' School takes an active approach in the development of spiritual, moral, social and cultural aspects of our boys' education. The policy is reinforced by many of our other policies, particularly those concerned with behaviour, equal opportunities, personal social and health education, citizenship and sex and relationships.

Statement of Policy

The school is committed to offering pupils the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong;
- discuss moral issues, develop and talk about their own attitudes and values;
- take responsibility for their own decisions;
- develop an understanding of social responsibilities and citizenship;
- celebrate a diversity of cultures.

SMSC is 'infused' within the day-to-day operation of the school and expectations are adjusted for the age and ability of pupils including those with SEND. Aspects of SMSC are delivered through virtually all parts of the curriculum, although some subjects and activities are likely to be more relevant than others – most notably PSHEe.

(2) Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information Departmental advice for independent schools, academies and free schools (2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380396/Improving_the_spiritual_moral_social_and_cultural_SMSC_development_of_pupils_supplementary_information.pdf

(3) Handbook for the inspection of schools: commentary on the regulatory requirements (2017)
www.isi.net

From (3), note that "64. Schools are not required to have a separate SMSC policy. Although the title of the standard includes reference to 'spiritual' development, faith and religion are not specified here and the requirements of the standard, as described in paragraphs (a) – (d), do not deal with (or require schools to deal with) each of 'spiritual, moral, social and cultural' as separate educational areas. The focus of the standard is upon the values and principles which are to be inculcated in pupils by the ethos and education throughout the school."

From (3), note that "68. The DfE advice emphasises that SMSC can be 'infused' within the day-to-day operation of a school and that expectations must be adjusted for the age and ability of pupils including those with special needs. The changes mean that rather than encouraging 'respect' for fundamental British values, schools must now 'actively promote' these."

From (3), note that "73. There is no prescribed list of requirements at present to support the duty actively to promote fundamental British values. This means that schools have discretion as to how they approach meeting this standard. During the inspection, personal development of pupils will be assessed through a wide range of inspection evidence such as: observation of interactions in the school; responses of parents and pupils to questionnaires; interviews with pupils and staff; and scrutiny of records and documentation."

The school aims to create an ethos that fosters the spiritual, moral, social and cultural development of all boys. SMSC is developed through:

- The whole curriculum;
- Health and social care;
- Extra-curricular activities;
- Assemblies, Church Services, School Council;
- Form tutors
- Charity initiatives
- The School Code of Conduct and Behaviour Policy.

Definitions

The following definitions are used within the context of this policy:

Spiritual development: Boys' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing. Religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

Planned opportunities for spiritual development in all subjects can be seen across the school. Boys are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- curiosity and mystery
- awe and wonder
- connection and belonging
- heightened self-awareness
- prayer and worship
- deep feelings of what is felt to be ultimately important
- a sense of security, well-being, worth and purposefulness

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral development: This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Social development: This can be defined as a personal development concerned with living in a community rather than alone, with a particular reference to fundamental British values. It is

important that boys are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable.

Cultural development: This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

Ethos

The ethos of our school is such that all people who enter our community, whether staff, pupil, parent or visitor, are welcomed and valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The role model standards will be set by the Head and practiced by all staff in order to set an effective example for our boys. However, we must recognise that the boys' development will be affected by many factors other than those which the school itself provides. These include:

- Maturity
- Personality
- Family
- Peer group
- Ethnicity
- Cultural background
- The moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through Theology, Philosophy and Religious education, boys will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind.

Organisation & Planning

The PSHEe and TPR programme is central to the delivery of SMSC. It provides the means of addressing emotional literacy both through the ethos and quality of life in the school.

In planning lessons teachers are aware of the need to plan for opportunities in spirituality and reflection, as well as for thinking skills and key life-skills.

Spiritual Development

The primary aim is to underline the spiritual concerns of humanity (e.g. matters of life and death, the purpose of life, choices in life, etc.) and give pupils the opportunity to reflect on pertinent moral and spiritual themes.

Spiritual development is experienced largely through TPR and, PSHEe, Form/Tutor Periods, Assemblies and Church. Lessons within these forums contribute to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities, and a concern for justice in society. Also, they develop in pupils' respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. They should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

It is expected that wider opportunities exist in the school's curriculum that enable pupils by discussion, to think about religion and appreciate the variety of faiths by using art, drama, music, languages, science and technology as well as humanities to heighten awareness of the spiritual dimension in our lives creating tasks which question pupils and enable them to work out their own position on issues, both moral and religious.

To nurture spirituality within the school community we encourage:

- The exploration of the idea, and reality of, religious beliefs and experiences;
- Respect for different faiths,
- The exploration of personal feelings and values, and the development of empathy;
- The enjoyment of learning about oneself, others and the surrounding world;
- The use of imagination, creativity, and reflection.

For example:

- TPR – exploring the nature of religion and belief and the aesthetics of religious architecture, art and worship.
- Drama – pupils learn about their own feelings and the experiences of others through imagination and creativity.
- Year 7 Group – exploration of personal feelings, development of empathy for others.
- Pre-prep - regular visits by the Winchester Deanery School Scheme to take assemblies, visits to the cathedral at least twice a term for cathedral assembly.
- French – we explore the different groups within French-speaking countries and cultures and explore tolerance and integration through the work we cover.
- PSHEe – lessons looking at self-esteem, values and differences and similarities between people.

Through TPR and PSHEe, the school actively teaches the importance of understanding and respecting different beliefs and religions. We endeavour to teach tolerance through understanding the dignity of difference in religion and belief.

Moral Development

Encouraging boys to develop fundamental precepts about behaviour, and the reasons for behaviour, helps pupils to develop the skills and confidence to make wise decisions and gives pupils the confidence to listen to and respect, where appropriate, the moral views of other people. The school values permeate the life of the school in all experiences and interactions.

The role of the teacher has the following elements:

- being alert to the moral dimensions of issues which are raised by pupils, the syllabus, or the world of work, and having the confidence to explore them;
- the creation of materials and the setting up of activities and tasks for pupils, either alone or in groups;
- putting questions into the discussion which challenge the positions pupils take, and help them to think more deeply.

To nurture morality within the school community, we encourage pupils to:

- Recognise right and wrong;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school, and to society, more widely;
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Respect the law;
- Understand consequences;
- Investigate moral and ethical issues;
- Offer reasoned views;
- Stand up for what they believe in and know to be true.

The school encourages children to think about the world and issues. For example:

- Our pupils have a strong sense of self-worth – this is evidenced through responsibilities that we give them, for example the Prefect system, the Set system, other responsibilities such as being part of the librarian team and School Council.
- Our pupils have the opportunity to express themselves in a range of different formal and informal circumstances, which gives them great confidence. There is a robust, easily accessible complaints/concerns system.
- The School does extensive work for local, national and international charities, and attempts to develop a sense of charity amongst the children, encouraging individual or group charitable ideas. Mufti days regularly raise money for local, national and international charities.
- Junior/Senior school – A clearly defined rewards and sanctions system exists.
- Pre-prep - Through our six Golden Rules culture, enforced on a daily basis and behavioural sunshine chart to encourage making the right choices regarding behaviour.
- Forest School - based on more child-led initiatives, cooperation, discussion and to build confidence.
- English – Address issues and different points of view through discussion and debate.

Social Development

Through social development pupils acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community.

Pupils are encouraged to identify themselves as members of the community. This involves an increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. Both the formal curriculum and extra-curricular activities promote teamwork and cooperation.

The development of social skills is monitored informally, through pastoral interactions. Supportive measures are available where they may be needed in respect of Form Tutors, Pastoral Leaders, Matrons and Group.

There is a planned programme of PSHEe, which aims to develop pupil awareness of moral issues, as well as fostering a sense of responsibility and community values. All pupils are monitored by staff, both individually as well as in groups, in order that their full potential is reached. Records are kept of positive achievement and effort. Concerns are regularly monitored at staff meetings and prompt action is taken when required.

Codes of conduct and expected standards of behaviour are discussed with pupils by staff, and if necessary, other senior staff. Individuals are encouraged to participate in enrichment and extension activities outside of the normal school timetable.

Effective communications are maintained between the school and parents to ensure pupils maximise their potential. Formal parental contact is made during reports, parents' evenings, and information evenings. A lot more contact is made through telephone calls, e-mails and meetings in school with individual members of staff.

In any aspect of the curriculum, external speakers are used to expose the pupils to a variety of viewpoints and opinions. The emphasis is to allow pupils to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our pupils.

To nurture social skills within the school community, we encourage pupils to:

- Appreciate diverse viewpoints;
- Participate, volunteer and cooperate.
- Resolve conflict;
- Engage with FBV (Fundamental British Values).

The School encourages the children's voice through a variety of forums. For example:

- The Student Council
- Prefects' meetings
- The Suggestions Box

- The Worry Box
- Fundraising ideas are based on children's own initiative after discussion at Year 8 meetings.
- Pupils are encouraged to talk with their parents, tutors and teachers about issues that concern them.
- Science – understanding the natural world and taking care of the environment.
- Year 7 Group – appreciating other points of view.
- Pre-prep - Expressing themselves to share their feelings by using 'Please Stop doing that, I don't like it' and using the Kindness tree - hearts given for random acts of kindness.
- French – investigating different viewpoints regarding issues, and boys work in groups for debates, presentations etc. to cooperate and resolve situations.
- AS Tracker – provides teachers with an insight into boys' social/emotional development and their likelihood to self-disclose in the event of life's challenges.
- Smoothwall Pulse – provides pupils with an opportunity to let staff know how they are feeling by 'checking in' on a weekly basis during PSHEe lessons.

Cultural Development

Boys should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through Music, PE, Art, PSHEe and many other curriculum areas. When children first come into school, a lot of time is spent learning to co-operate together. This continues through the whole school. We also value the family from which the children come, and our strong links with parents encourage the child to see that we are working in co-operation with their parents. By starting with a pupil's own culture and recognising our own traditions, it is hoped that as they are introduced to other beliefs and cultures that each pupil will respect and value them. This is particularly prevalent in our boarding houses with our overseas boarders.

Through cultural development pupils gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The school reinforces the values and customs of British society as a whole and celebrates diversity and multi-culturalism. The cultural influences of home, community and religion are explored in order to extend the pupils' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed on each pupil's own cultural interests and achievements, and the way in which they enrich their experiences of all aspects of culture.

The School seeks to provide an education, which not only develops and strengthens each pupil's current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias;
- promoting an appreciation of cultural diversity.

Boys should be able to:

- know about their own culture and society and value their own cultural identity;

- be aware of, and celebrate, cultural diversity;
- understand the interdependence of groups within society;
- know about societies and cultures other than their own;
- be aware of the principal ways in which different people interpret the world;
- cultural developments within the curriculum.

To nurture cultural awareness within the school community we encourage pupils to:

- Appreciate cultural influences;
- Participate in culture opportunities;
- Appreciate the role of Britain's parliamentary system;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- An understanding of how citizens can influence decision-making through the democratic process;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination;
- An appreciation that living under the rule of law protects individual citizens, and is essential for their wellbeing and safety;
- Understand, accept, respect and celebrate diversity.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people.

The school builds cultural awareness through extramural visits, visiting speakers, special meals which celebrate important days in the international calendar, such as Chinese New Year, and other activities which are specifically organized to raise the school community's awareness of cultures other than their own. Examples include:

- History/Geography - Learn about the lives of others, the challenges they face(d) and appreciate the significance of events past and present.
- French – Year 7 French trip and visiting local communities in France. Learning about the different ways in which people live.

- Pre-prep - Introduction to other faith celebrations, including Diwali, visitors, cathedral assemblies.
- PSHEE - Lessons about democracy, how it works in Britain and an individual's role within it. Also, how laws are made and the role of Parliament.
- The Twilight Talks, which aim to grow pupils' awareness of a number of issues, as well as provide the means to inform their career choices later in their academic journey. This is also supported in the PSHEe curriculum.

Appendix

Promoting Fundamental British Values at The Pilgrims' School

The government set out its definition of British values in the 2011, "Prevent strategy". This has been reinforced by the DfE with the need, "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." Further advice has been sent to all schools under the Government's Prevent Duty Guidance issued under s.29 of the Counter-Terrorism and Security Act 2015.

The DfE identified four key areas that need to be directly addressed by all schools:

- DEMOCRACY
- THE RULE OF LAW
- INDIVIDUAL LIBERTY
- MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Children relative to their ages should learn:

- How citizens can influence decision-making through the democratic process;
- That the freedom to hold beliefs in other faiths is protected in law;
- An acceptance that people having different faiths and beliefs should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour;
- The importance of identifying and combatting discrimination;
- The importance of the laws of the land;
- The intrinsic value of the freedom of speech.

DEMOCRACY

The nature of democracy and its practice is covered in a wide range of areas. Assemblies play a key role in explaining the meaning of democracy, its origins, and the value of free speech. The Local MP, Steve Brine joined us last year, just after the election, to discuss his role as an MP and the nature of democracy as understood in the British Political Institution. The notion of influencing decision-making through the democratic process is embodied in the School Council whose members are to be elected from children in each class from Year 3 upwards. The process is to be initiated by tutors in specified form periods whereby the children are allowed to voice their own thoughts and opinions. The proposals adopted by the school council are to be put forward to the Headmaster, SLT and the staff through formal agendas. The Chairman will report back agreed proposals in assembly.

The TPR and PSHEe schemes of work also address these particular themes from Year 3 up to Year 8. In the Lower Prep pupils will learn about democratic processes at a personal and local level, and in the Middle and Upper Prep pupils will learn about the nature of debate, voting and elections, the history and role of the Monarchy, British Democracy, British Republicanism and the EU.

THE RULE OF LAW

The importance of laws, whether they be those that govern the class, the school or the country are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The nature and value of rules and laws as well as why we have them is explained in tutor periods, TPR lessons and PSHEe lessons.

INDIVIDUAL LIBERTY

Freedom of speech and freedom of choice within the boundaries of reasonable behaviour are themes that are constantly explored in assemblies and all lessons. The right for an individual to be able to express their opinions is integral to all activities, class related or otherwise at Pilgrims'. Within school pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms in a responsible way. To this end, rights are taught as being concomitant with responsibilities. Risk is also an inherent aspect of freedom which is explored so that pupils can make wise, sensible choices if needs be with positive risk but, ever alert to the dangers of negative risks. PSHEe, TPR lessons and tutor time explores these themes in detail.

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS

Mutual respect, tolerance, decency, sensitivity towards the needs of others and zero tolerance of bullying and discrimination are values that underpin life at Pilgrims'. These values are enshrined in the school mission statement, the behaviour policy, the anti-bullying policy, the anti-discrimination policy, the Child Protection policy and the ethos and character of Pilgrims'.

In TPR and PSHEe lessons, pupils learn about what type of behaviour is respectful and tolerant; for example, they learn about Judaism, Buddhism, Hinduism and Islam, and also about racism, prejudice and discrimination. They learn about the great social battles such as the civil rights movement and the poor of India and social justice. Through the lives of people such as Martin Luther King and Mother Teresa pupils are taught the values of love, understanding, compassion and tolerance.