



TPS.007.Spiritual, moral, social and cultural (SMSC) Policy – including the PHSE scheme of work.

Purpose of Document

ISI Ref.	Lead Person	Date of next Review	Governor Responsible	Frequency of Governor Review
Part 2, 2d, 5a	Joanna Hall-Tomkin	September 2022	Nigel Manges	Three Yearly

Version History

Date	Update/Rewritten/Reviewed
01.10.2015	Updated policy
09.01.2016	Updated with metadata panel
30.06.2016	Reviewed and updated
24.02.2017	Reviewed and updated
31.01.2018	Reviewed
02.09.2018	Rewritten
11.09.2019	Reviewed and updated
30.11.2020	Reviewed and updated
28.05.2021	Reviewed and updated
September 2021	Reviewed
January 2022	Updated

Distribution Means

Email		Intranet Via ICT	✓	Website Via Marketing	
Governors (Citrix Access) Via ICT	✓	Inspectors (Citrix Access) Via ICT	✓		
Staff handbook Via HR		Other please specify:			



**Spiritual, moral, social &
cultural development (SMSC)
policy - including the PSHE
policy and scheme of work.**

Aims and objectives

This policy covers Taunton Preparatory School's approach to spiritual, moral, social and cultural development (SMSC). ISI regulations require us to provide an education which reflects the aims and ethos of our school, and which encourages respect for other people, paying particular reference to the protected characteristics set out in the 2010 Equality Act. The regulations also require us to provide our pupils with an effective preparation for the opportunities, responsibilities and experiences of life in British society.

SMSC's delivery through PSHE and other forums is underpinned by the following aims:

- Actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Enabling pupil to develop self-knowledge, self-esteem and self-confidence.
- Enabling pupils to distinguish right and wrong and to respect the civil and criminal law of England.
- Encouraging 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.
- Encouraging pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- Encouraging 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.
- Precluding the promotion of partisan political views in the teaching of any subject in the school,
- Taking steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.
- Encouraging an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Encouraging an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Developing the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Having a good knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Having a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Developing an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

In writing this policy, we have paid regard to:

- DFE Guidance 'Relationships, RSE & PSHE' March 2017

- The Equalities Act 2010
- KCSIE 2021
- Careers guidance and inspiration in schools, April 2017
- DFE Guidance 'Personal, Social, Health and Economic Education' 2013
- Sex and relationship education for the 21st century (PSHE association August 2018)
- Guidance from the PSHE Association
- DFE advice for 'Improving the SMSC development of pupils' November 2013
- DFE advice for 'SMSC Development of Pupils in Independent Schools' 2019
- Taunton School Aims

PSHE lessons are used as a vehicle to address equality and diversity issues as well as a means to promote and develop students' SMSC development.

In addition, a half termly SMSC Theme is explored in tutor groups during tutor time, along with the weekly TPS Mission word.

TPS PSHE Policy

This document includes the school's policy on Relationships Education and Sex Education.

Government legislation

This policy covers Taunton Preparatory Schools (TPS) approach to Personal, Social and Health Education as required by the Education Act 2002.

More specifically, Section 78 of that Education Act states that schools must provide a balanced and broadly based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The policy also takes into account the following;

- The 2006 Education and Inspections Act which placed a duty on Governing Bodies '*to promote the wellbeing of pupils at the school*'
- The Equalities Act 2010 which states schools should ensure they strive to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children
- The 2011 Prevent strategy to actively promote fundamental British Values through the Spiritual, Moral, Social and Cultural (SMSC) development of students' understanding, personal safety, wellbeing and behaviour.
- KCSIE 2021

- The statutory guidance for 'Relationships education, relationships and sex education (RSE) and health education (2019)'.
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Sexual violence and sexual harassment between children in schools (advice for schools)

School Vision

Whilst covering all the key elements of PSHE at TPS through the curriculum and through our everyday actions and expectations, particular emphasis will be placed upon those aspects which most strongly underpin the School's vision and mission statements.

The School's overarching vision is to provide a safe, happy and respectful environment in which we nurture, challenge and inspire young people of diverse nationalities to enable them to achieve their full potential.

At TPS we allocate a single lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. We use the 'Jigsaw' Programme as it offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Aims, Objectives & Outcomes

Our programme aims to develop the qualities and attributes students need to thrive as individuals, family members and members of society in different cultures and environments by addressing both students' direct experience and preparation for their future.

The learning outcomes of this PSHE programme will be that students will:

- know and understand the key concepts of Health & Wellbeing, Relationships and Living in the Wider World as appropriate to their relative maturity
- be able to say and do the right thing in any situation without fear of retribution or ridicule
- understand they have a right to be respected
- understand they have a responsibility to themselves and others in society

Throughout the course the Spiritual, Moral, Social and Cultural (SMSC) development of the pupil will be central including the active promotion of British Values to provide cohesion to the British and international students being taught.

Key Principles & Teaching Methodology

The programme will be taught through a range of teaching methods, including teacher-led presentations, debates, role-plays, group tasks, individual exercises, research and discussion. There will be an emphasis on active engagement in learning rather than students passively receiving information to ensure that the teaching is effective.

We shall ensure learning 'starts from where students are' by assessing students' prior knowledge either formally or informally when introducing a new topic or idea.

We will ensure that pupils with SEND are able to access the curriculum by the use of differentiated tasks and accommodations put in place for students who require them.

We shall ensure that sessions, including those on risky behaviours, remain positive in tone by maintaining a balance with regard to lesson content and promoting positive behaviours and choices whenever relevant. PSHE teachers should be aware that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or presenting a 'challenge' to young people. It is important to remind students that the majority of young people actually make positive, healthy choices; if they feel that they are the odd ones out, they may be encouraged to take part in risky behaviour.

We will help pupils make connections between their learning and 'real life' behaviours by promoting the skill of critical reflection.

Each class will have one lesson per week of PSHE (35 minutes) and these explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward systems
- TPS Mission and TPS Way
- Year 7&8 Enrichment Programme
- Through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Equality & diversity

Through PSHE the School will promote the needs and interests of all students irrespective of gender, culture, ability or aptitude by ensuring the values and expectations of the curriculum are upheld in the classroom, boarding house and staff room between students, between students and staff and between staff.

Teaching and everyday activities will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by putting into practice in their everyday lives the lessons learnt in the classroom.

PSHE is used as a vehicle to address diversity issues and to ensure equality for all by both the students and the staff, as well as a means to promote and develop students' SMSC understanding. Pupils will be encouraged to show respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation). Bearing in

mind the range of nationalities amongst the student body at TPS, extreme care will be taken to ensure students own sexual orientation, gender identity and faith or culture are respected by all.

All pupils have access to PSHE at the level appropriate to their abilities, maturity, level of English, special educational needs and personal circumstances. Taunton Preparatory School is proud of its international pupil body and care is taken to ensure students own faiths and cultures are respected by all. Content and/or delivery is adapted as necessary depending upon the individuals within each class.

Topics to be covered

TPS follows the JIGSAW scheme of work to deliver personal, social and health education, emotional literacy, social skills and spiritual development.

PSHE is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening students' thinking. This ensures progression for each student and avoids PSHE becoming a string of topics or disconnected issues.

The table below gives the learning theme of each of the six Puzzles (units).

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 2:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 1:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
Summer 2:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Within each of these core themes there will be some overlap and flexibility through which British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs will be actively promoted. These themes represent areas of core

knowledge, understanding, language, skills and strategies, and are taught in accordance with students' readiness, and are appropriate across all Key Stages.

There is a strong emphasis on emotional literacy and nurturing mental health as the necessary underpinnings for learning, with a unique mindfulness approach in every session and throughout. This approach enables children to identify their feelings and emotions and regulate their own behaviour from the start.

Through their PSHE studies the students will also develop the following '**transferable skills**':

- **intrapersonal** skills required for self-management
- **interpersonal** skills required for positive relationships in a variety of settings
- skills of **enquiry**

Relationships Education

Relationships education covers the importance of personal space and boundaries, showing respect towards others and understanding the differences between appropriate and inappropriate (or unsafe) physical contact. Students are taught about what a relationship is, what friendship is, what family means, the attributes of respectful relationships, online relationships, being safe, and who the people are who can support them. It is recognised that families of many forms provide a nurturing environment.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

At TPS, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this (Year 6 – 'Changing Me' (Conception, birth)).

The aim of RSE at TPS is to give students 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. RSE should teach what acceptable and unacceptable behaviour in relationships is. This will help students 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. RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, fertilisation, gestation, birth).

RSE is an entitlement for all children and young people and must:

- Be accurate and factual;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Parents' right to withdraw their child

- Parents will not be able to withdraw their child from relationships education at TPS
- At Key Stage 2 and 3 parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science).
- Before granting such a request, the TPS Assistant Head, Pastoral will meet with parents and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- The School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.
- The School will keep a record of all such decisions.

Health Education

"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."

DfE Guidance.

Health Education at TPS covers the importance of 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Assessment

Opportunities both for Assessment for Learning and Assessment of Learning are provided through teacher, peer and self-assessment. The pupils' understanding, knowledge and skills within PSHE is primarily assessed through observation, discussion, questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and making comments in PSHE folders. As part of their interim assessments every half term, pupils receive a grade for their attitude to learning in PSHE. Pupils do not receive attainment grades in PSHE.

Pupil's PSHE work is stored in folders, which move up with them to the next academic year throughout their time in the prep school. At the end of each unit, pupils complete a self-reflection sheet where they reflect on what they have learnt and any questions they have can be addressed.

Children are rewarded in line with school policy e.g. form group rewards, house points for good behaviour, stickers and certificates.

Learning Environment

A safe and supportive learning environment will be created through the following means;

- negotiation of 'ground rules' with the students in each classroom
- use of 'distancing' techniques by the teacher especially when introducing new themes or concepts e.g. use of role-play to create a safe environment to depersonalise a student's learning and create emotional space
- supporting teachers' confidence and knowledge to answer pupils' questions, but encouraging honesty when faced with issues that need further research.
- availability of an anonymous question box to help indicate where safeguarding/pastoral issues may exist which need follow-up

If any pupil indicates that they may be vulnerable or 'at risk' during whether during a PSHE lesson or at any other time, they will receive appropriate support through the school's Safeguarding policy.

A balanced Curriculum for all

All pupils will be offered a balanced programme by providing lessons which are sensitive to a range of views whilst ensuring the pupils have access to the learning they need in order to stay safe and healthy, and protect and enforce their human rights. Clear and impartial information will be provided on all issues. As the pupil body changes over time, so will the PSHE curriculum to best reflect the needs of all whilst reminding all students how to ask for help and support as and when needed. An overview of the PSHE core themes can be found in the Curriculum Jigsaws which are communicated to parents on a termly basis.

Responsibility for teaching

At TPS the PSHE programme will be led by the Head of PSHE and overseen by the Assistant Head, Pastoral. The lessons will be taught by the Head of PSHE with the addition of other appropriately trained teachers as necessary.

External speakers such as school nurses and other agencies will be incorporated into the programme whenever appropriate, but managed by the PSHE teachers, to further support students' knowledge, understanding and experiences. External speakers will be clear about the School's rules surrounding confidentiality and safeguarding.

Whole School ethos

TPS recognises that PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in the modern world. However, PSHE is not just a stand-alone subject but is part of a whole school approach to

Wellbeing and is therefore intrinsic to pastoral care. With PSHE working together with pastoral care, TPS can not only keep students safe and well, and support them when things go wrong, but can also equip students to make positive choices to keep themselves and others safe and healthy, manage their own behaviour and relationships and to know and be able to independently access the sources of support they need for themselves or when they are worried about a friend.

The PSHE policy also supports the following school policies:

- Safeguarding & Child Protection
- Anti-bullying and Cyber-bullying
- Equal Opportunities
- IT Acceptable Use
- Behaviour

Other issues closely linked to the PSHE curriculum include;

- Radicalisation and the government's Prevent strategy
- British Values
- Sex and relationships education (RSE)
- Female Genital Mutilation (FGM)
- Child Sexual Exploitation (CSE)
- Social, Moral, Spiritual and Cultural (SMSC) development

Not only do these issues feature prominently within the PSHE curriculum, but they will also be introduced and discussed in Form Time, assemblies, talks from internal and external speakers and debate, and other lessons (e.g. Games, Biology, History, English).

SMSC Development

In addition to PSHE lessons, SMSC is developed throughout the school year in the following ways.

- Half termly SMSC theme, with resources, designed to promote discussion within tutor groups.
- Strong pastoral care system, including Pastoral Heads of Year, Form and Assistant Tutors.
- Weekly assemblies and chapel services promoting and celebrating the school's values and achievements.
- House System
- Form periods
- A clear, consistent framework of values, linked to the TPS Way and the TPS Mission
- Humanities subjects, including biographies of famous role models and learning about different religions
- Saturday Enrichment sessions
- Weekly Celebration of achievement through rewards system
- School Council and mock elections
- Form Captains in Years 3 – 8.
- Year 8 leadership programme
- Positive self-assessment

- Positive marking, with oral or written comments
- Active participation in the community served by the school.
- Pastoral care procedures
- A classroom climate that encourages a high level of interest, with opportunities for collaborative group work, discussion and role-play as well as a range of problem solving activities.
- Staff as excellent role models
- Local and global community support (Harvest gifts and the local community events)
- Extensive co-curricular programme, including numerous opportunities to achieve in sport and/or performing arts and a wide-ranging clubs and activities programme e.g. TPAC which provide opportunities for personal growth outside the classroom
- Charitable initiatives and fund-raising e.g. cake sales and mufti days
- Educational trips and visiting speakers (e.g. police, health workers)
- PRE lessons (Philosophy, religion and ethics)

In addition to the above, pupils are helped to form their own attitudes and values through our general routines, in and out of the classroom, and the way in which individuals relate to each other. By building positive working relationships between pupils and staff, all members of our school family are valued as individuals. Pupils learn the need for good manners, self-discipline and appropriate behaviour, in whatever situation they find themselves. All staff promote positive approaches to behaviour and our Rewards and Sanctions Policy reflects this. It sets clear guidelines for staff, pupils and parents.

We maintain an audit of SMSC activities across the Prep School which records and tracks all activities which contribute to the SMSC development of our pupils.

Essential to the development of SMSC within children is the need to give children a voice. Pupils are given a voice within the school community by the following means:

- The children learn about, and practise, democracy through having their own voices heard, and voting for what happens in their school through a School Council.
- They learn about the importance of laws in the class, the school and the wider community, through the exercise of our Behaviour, Sanctions and Pastoral Care Policy and opportunities for discussion in PSHE and assemblies.
- Children decide on and agree form group rules at the start of the year.
- Children are encouraged to make choices, knowing that they are in a safe and supportive environment, and this way develop their understanding of individual liberty. They learn about rights and personal freedoms and the responsibilities that come with choice.
- Our Behaviour, Sanctions and Pastoral Care Policy is built around the need for all members of the community to show respect to each other.
- Our PSHE and PRE curriculum seek to enhance pupils' understanding of their place in a culturally diverse society, along with discussions, visits, visitors and the modelling of a tolerant and accepting attitude.

Through SMSC development the School will promote the needs and interests of all students irrespective of gender, culture, ability or aptitude by ensuring that the school's values and

expectations are upheld both in the classroom, boarding house and staff room between students and staff, between staff and between students themselves.

We promote social learning and expect our pupils to show a high regard for the needs of others by putting into practice in their everyday lives the lessons learnt in the classroom.

Related statements and policies

SMSC is part of our whole school approach to ensure the safety and wellbeing of the students in our care.

The following school policies are related to SMSC:

- WS.006 Child Protection and Safeguarding Policy
- PREP.013 Anti-bullying and Cyberbullying Policy
- WS.007 Equal Opportunities
- PREP.018 E-Safety Policy
- PREP.009 Behaviour, Sanctions & Pastoral Care Policy
- PSHE Scheme of work
- PRE Scheme of work

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

In doing so they learn to:

- Recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning