



## DDAT PSHE and SMSC Policy

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# PSHE and SMSC Policy

## 1. Introduction

This policy outlines the expectations for Personal, Social, Health and Economic (PSHE) education and Spiritual, Moral, Social, and Cultural (SMSC) development across the schools within the Trust. It aims to foster flourishing and the holistic development of every child, ensuring they are prepared for life and work in modern Britain, underpinned by the values of dignity, respect, inclusivity, integrity, courage, excellence and community as informed by our commitment to flourishing together as a community. Our provision for PSHE and SMSC is key to the realisation of our vision that every child and young person embrace “life in all its fullness”.

## 2. Vision and Aims

Our Vision for Derby Diocesan Academy Trust is to nurture and empower everyone to reach their fullest potential, supporting each other on this journey. We cultivate a vibrant learning community where children and young people flourish academically, emotionally, and spiritually.

Our vision is to nurture flourishing individuals who grow academically, socially, emotionally, and spiritually. Using the 5 domains of flourishing advocated in the National Society for Education’s Our Hope for a Flourishing Schools System, the provision of PSHE and SMSC will ensure that all students:

- Build positive **relationships** with peers, teachers, and the wider community.
- Develop a love of **learning**, both in and outside the classroom.
- Consider their **purpose** in life, with an emphasis on their role as responsible citizens.
- Achieve optimal **wellbeing**, cultivating resilience and healthy mental attitudes.
- Have access to appropriate **resources** that enhance their development, including emotional, spiritual, and physical support.

### Core Values

Our approach to PSHE and SMSC is rooted in the five domains of flourishing:

➤ **Relationships:**

We believe that fostering healthy relationships is at the heart of personal and social development. Through PSHE and SMSC, students will learn how to form and maintain meaningful relationships, demonstrate empathy, and resolve conflicts in a constructive manner. This includes building an understanding of healthy friendships, positive peer influence, and respectful interactions.

- **Learning:**  
PSHE and SMSC provide the foundation for a lifelong love of learning. By integrating spiritual, moral, social and cultural education into everyday teaching, we aim to inspire curiosity, critical thinking, and a sense of purpose in learning. Students will explore issues that affect their lives, which will enable them to make informed decisions and set meaningful goals for the future.
- **Purpose:**  
A key element of PSHE is helping students find their purpose, both in the context of their school life and beyond. We encourage pupils to engage with issues related to social justice, ethical living, and active citizenship.
- **Wellbeing:**  
Mental, emotional, and physical wellbeing are integral to student success. Our PSHE and SMSC provision will provide opportunities to discuss mental health, resilience, self-care, and stress management. Students will be encouraged to develop a positive self-image, to understand and manage their emotions, and to seek support when needed.
- **Resources:**  
Effective PSHE and SMSC provision relies on the resources available within the school community. These include knowledgeable staff, external partners (e.g., healthcare professionals, youth workers, faith leaders), and a supportive physical and digital environment. The Trust ensures that all schools have the necessary tools to promote personal development in all students.

### 3. Legislation

Documents that inform the Trust's PSHE/SMSC policy include:

- Education Act (2002);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2024);
- Children and Social Work Act (2017);
- DDAT Safeguarding Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019);
- PSHE Association – PSHE Education Programme of Study (Key Stages 2 and 4);
- Good careers guidance: Reaching the Gatsby Benchmarks.
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy

- Health and Safety Policy
- Inclusion Policy

## 4. Curriculum Overview

The PSHE and SMSC curriculum will cover the following key areas:

- **Personal Development**
  - Self-awareness and self-esteem
  - Managing emotions and relationships
  - Personal hygiene and health education
  - Goal setting and aspirations
- **Social Responsibility**
  - Developing a sense of social justice
  - Understanding diversity and inclusion
  - Developing leadership skills and working collaboratively
- **Health and Wellbeing**
  - Emotional health, mental health awareness, and resilience
  - Understanding healthy lifestyles, including physical activity and diet
  - Internet safety and digital wellbeing
- **Citizenship and Ethics**
  - Rights and responsibilities in the community and wider society
  - Exploring moral dilemmas and ethical issues
  - Promoting sustainability and care for the environment
  - Promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs
- **Spiritual Development**
  - Developing an understanding of different worldviews
  - Exploring questions of meaning and purpose
  - Developing a sense of awe and wonder
  - Developing empathy, curiosity, and the ability to reflect and pause

- Exploring a sense of self and place within the world and responding to the big questions in life – such as those of life, death, suffering

## 5. Implementation

At Griffe Field Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We follow Jigsaw PSHE programme from FS1 to Year 6. This offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency, and progression to our children's learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

At Griffe Field Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

### Key Individuals

Throughout this policy a number of individuals are cited with their roles and responsibilities. These individuals are cited below:

Headteacher (also DSL)	Emma Mitchell
Deputy DSL's	Lucy Morton and Hayley Dean
Other members of the senior leadership team	Ravi Dulai Deputy Head Hayley Dean Assistant Head
Chair of governors	Alex Wilde
Governor for safeguarding	Julie Anderson
Governor for looked after children, mental health and well-being	Katie Fuggle

### Statutory Relationships and Health Education

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. It includes the understanding of human reproduction – how babies are conceived and born.

For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

To ensure progression and a spiral curriculum, we use Jigsaw as our chosen teaching and learning programme and tailor it to our children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how our school meets the statutory Relationships and Health Education requirements (see appendix 1 and 2).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

### What do we teach when and who teaches it?

#### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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.

<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Griffe Field Primary School we allocate an hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. In addition to this children take part in wellbeing Wednesday and Feel Good Friday activities that further develop their skills in team work, positive self-esteem and mindfulness.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward systems, our class Learning Charters, 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.

Class teachers deliver the weekly lessons to their own classes.

### Relationships Education

**What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?**

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found in Appendix 3. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 2).

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Health Education**

**What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?**

Health Education in primary schools will cover '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'.

The expected outcomes for each of these elements can be found in Appendix 3. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 2).

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

### **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 Griffe Field Primary School, we believe children should understand the facts about human reproduction before they leave primary school. This is to ensure that both boys and girls are prepared for the changes that adolescence brings and have a secure base of knowledge to build on in their secondary education. We will draw on the knowledge of the human life cycle set out in the national curriculum for Science to inform children in an age appropriate manner of how a baby is conceived and born.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Griffey Field Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' 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 i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

### **Questions**

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to Relationships and Health Education Lead.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the Relationship and Health Education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

## Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the delivery of the curriculum.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed annually as part of our Relationships and Health Parent meeting about the content of the Relationships and Heath Education taught in each year group. Parents will be invited to discuss and questions or concerns about the content with the class teacher or PSHE coordinator. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which set out expectations of pupils.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Griffe Field Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our

staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:  
'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' (Appendix 4).

### **SMSC – Spiritual, Moral, Social and Cultural Education**

Section 78 of the Education Act (2002) requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils.

The following elements are constituent parts of SMSC:

	<b>School provision/activities</b>
<b>Spiritual</b>	Collective Worship/Assemblies, tutor time, school singing practice, spiritual moments of awe, RE
<b>Moral</b>	School social responsibility, student leadership opportunities, community service
<b>Social</b>	Pastoral provision, after-school/lunchtime club provision, residential opportunities, trips and enrichment
<b>Cultural</b>	Music, Art, Drama, Languages and enrichment activities, history and RE curriculum

## **6. Assessment**

The impact of PSHE and SMSC education will be monitored through:

- **Regular evaluations** of pupil engagement and wellbeing surveys.
- **Teacher assessments** of personal and social development.
- **Feedback from pupils and parents** to ensure the curriculum meets the needs of the community.
- **Review** of the PSHE and SMSC provision by the SSIO team and sharing of best practice.

## **7. Professional Development**

Staff will receive regular training on the delivery of PSHE and SMSC, ensuring they are equipped to address sensitive issues with care, respect, and professionalism. Staff will also be supported to model positive relationships and wellbeing in their own practice.

## 8. Partnership with Parents and the Community

Engaging parents and the wider community in the PSHE and SMSC curriculum is essential. Parents will be kept informed about the curriculum and are encouraged to participate in workshops and discussions. External partnerships with local charities, faith leaders, and healthcare professionals will further enrich the programme. The work of schools to engage with courageous advocacy, the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard, and engaging with change, is one expression of this partnership work in the community, be it local, regional, national or global.

DDAT is committed to fostering the personal, social, and emotional development of every student. By focusing on the five domains of flourishing: **relationships, learning, purpose, wellbeing and resources**, we aim to create well-rounded individuals who are ready to thrive in school and beyond. Our PSHE and SMSC provision ensures that students leave school not only academically equipped but also socially, emotionally, and spiritually prepared for the challenges of the world.