

Kingsbrook School

SMSC / PSHEE Procedure

Kingsbrook School

Southburgh,

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SMSC and PSHEE Procedure

Intent:

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

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

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

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

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

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

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

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

Implementation:

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

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

Emotional Well-Being:

The social and emotional aspects of learning are a priority for all young people, and for this reason the PSHEE curriculum promotes:

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

PSHEE Curriculum Content:

Relationships and Sex Education:

RSE is within the PSHEE curriculum as well as being taught as a subject individually. Sherian School's RSE curriculum procedure provides more detail as to the RSE curriculum offered. RSE within the PSHEE deliver covers an age-appropriate, (physically and mentally) areas such as:

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

Because of the personal circumstance and vulnerability of many of our students, we will address all relevant knowledge and understanding in approaches that are bespoke and with specialist advice where necessary.

Kingsbrook School offers Relationships and Sex Education to all of its students and has been a compulsory part of the curriculum from September 2020. Kingsbrook School provides relationships and sex education spanning curriculum expectations set from Year 3 to Year 11. Dependent upon a student's existing knowledge this will determine which year group their Relationships and Sex Education will start from. Students will be assessed at the end of each learning module to ascertain not just progress made but also to determine if the programme is pitched correctly to the student's understanding and learning needs. Please refer to Kingsbrook School's Relationships and Sex Education Procedure for a more detailed overview of curriculum intent.

Drugs, Alcohol and Tobacco Awareness:

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

Nutrition and Healthy Living:

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

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

Independence skills:

These will range from personal care through to learning about budgeting, finances, careers, home management, etc. This will enable students to develop the skills needed to lead a confident and independent life.

Keeping Safe:

Students will learn how to keep themselves safe at homes, school, travelling, in play and in sports and leisure. The students will learn of the need to be aware of the potential risks so that they can make informed choices as to how to keep themselves safe.

PSHEE and Cross Curricular Subjects:

Citizenship:

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

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

Social and Moral Responsibility

Students will learn of the need to be aware of socially and morally responsible behaviour. This will be taught through classroom activities and reflecting upon experiences they may have or have had.

Community Involvement

Students will learn about all communities from the school, neighbourhood, local, national and global, with the intention of learning of the benefits to being helpfully involved in their communities.

Political

Students will learn of the democracy, from local through to national / international. The skills they should learn are the British Values which are necessary to make themselves more effective in the life of their and other's communities.

British Values:

'Fundamental British Values' are promoted through four areas. These are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Promotion of non-partisan political views

Students will not be actively encouraged by teachers or others to support particular political viewpoints.

The following are definitions of the key terms used.

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

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

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

A citizenship curriculum based on the three strands will enable students to meet the requirements of independent school regulations and:

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

History: is taught as part of the Humanities programme and studies the past in Britain and the wider world. Students consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, students develop a chronological framework for their knowledge of significant events and people. They can see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Geography: is taught as part of the Humanities programme and students study the way the world works. There is a focus on the environment, mainly through landscapes and their evolution through space and time. Students also explore the role of space and place in the creation and functioning of society. The relationship between the human and physical environments is recognised to be important.

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

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

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

Maths: The maths curriculum covers number and counting, addition, subtraction, multiplication and division, fractions, decimals and percentages, geometry, measurement and data handling (e.g. graphs and charts). Students also learn how to use and apply the math's they learn in different situations. Maths is taught in timetabled lessons; students also practice and use numeracy in a thematic way throughout all lessons in the school day.

Careers: The vocational education offer at Kingsbrook School promotes successful progression into the labour market and into higher level education and training routes. Careers lessons are timetabled for Year 7 to Year 11. Through the careers curriculum students will gain skills which will lead to progression into a variety of jobs or further education opportunities. The careers curriculum enable students to respond

with ideas, products and systems and challenging expectations where appropriate. A combination of practical and intellectual skills will be developed with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues will be taught. Through vocational studies students will develop confidence in using practical skills and become discriminating users of products. They will apply their creative thinking and learn to innovate.

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

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

Food Technology: In Food Technology students explore how to use basic ingredients to prepare a meal. Students will understand the health and safety requirements when cooking and the importance of a healthy diet. Students learn of the difference between bread, cereal and other staple foods in a diet and they further develop numeracy skills when weighing and measuring and have to have control over the amounts of ingredients to use. Self-control is an important skill to learn.

SMSC within the PSHEE Curriculum:

SMSC

Spiritual

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

Moral

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

Social

- Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.

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

Cultural

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

Impact:

Within the PSHEE curriculum students will be assessed to ascertain progress by various means:

- Verbal and written comment as per the marking procedure on completed tasks.
- Weekly learning target data (each student will be set a PSHEE learning target for the week)
- Feedback from peers
- Self-assessment by students
- Teacher assessment
- Accreditation (Key Stage 4 Students will work towards the ASDAN PSHEE Short Course Award).

However, judgements about the progress made by students in relation to their personal development will also include:

- Improving behaviour and attitudes in lessons.
- Improving attendance.
- Decline in negative behaviours
- Evaluation of the contribution made by the student to the school and the wider community.

By the end of Year 11 student's PSHEE curriculum will have developed:

Knowledge, understanding, skills and experience to be able to think and act for themselves and develop an acceptable set of qualities and values to meet the demands of adult life.

Self-concept where students are can explore personal values, beliefs and feelings. They will be able to develop creativity, imagination, a sense of humour, open-mindedness, and vision. They will have gained the necessary skills to set personal goals, and identify ways to achieve, review and monitor them.

Students will have personal skills, the PSHEE curriculum will have allowed students to show initiative, independence, self-reliance and develop skills for everyday life to include the improvement of communication and problem-solving skills.

Students will be able to relate positively to others, the PSHEE curriculum will have encouraged students to establish positive relationships and friendships, respecting opinions of others and avoid prejudice and stereotyping.

Students will have gained a sense of responsibility to self and society; the student will have an understanding of the need for rules and regulations.

Parent/carers right to withdraw:

The RSE curriculum can be provided for parents/carers at their request. If there are parts to the intended curriculum that parents/carers do not wish their child to participate in, they have the right to withdraw their child. However, this does not include the biological aspects of reproduction covered within the science curriculum