



**Stone Soup Academy  
PSHE, SMSC and RE Policy**

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NB: This policy encompasses and replaces the PSHE (2023), RE and Collective Worship (2023) and Spiritual, Moral, Social and Cultural (SMSC) and Religious Education Development Policy (2023).

**Stone Soup Academy**  
**PSHE, SMSC and RE Policy**

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## **Stone Soup Academy**

### **Personal, Social, Health and Economic Education Policy**

#### **1. Introduction**

1.1 This policy follows the current guidance for the teaching of PSHE

#### **2. Aims**

2.1 Stone Soup Academy recognises and values the benefits that the Personal, Social, Health and Education (PSHE) programme offers its students.

2.2 This programme is linked with the compulsory section of Citizenship and collectively they offer a broad scope of subjects. Stone Soup Academy will offer learning opportunities that will enable students to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self awareness. This will enable them to be more informed when making decisions and more able to cope with the challenges life brings.

#### **3. The Organisation of PSHE**

3.1 Stone Soup Academy has designated a member of the SLT in charge of Personal Development and a PSHE, RSHE, SMSC & RE Lead who will have overall responsibility for monitoring student performance and the quality of learning and teaching in this area and who will have a target for improving attitudes and behaviour. The co-ordinator will ensure that all Teachers and teaching Assistants are given current information on any changes to the curriculum and will be the catalyst for whole school awareness raising campaigns. .

3.2 Stone Soup Academy recognises the importance and value of parents/carers and families in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the PSHE curriculum.

3.3 The School will follow the PSHE curriculum at Key Stage 3 and 4, as outlined in the National Curriculum guidance. (See the National Curriculum Online – PSHE).

#### **4. The Curriculum**

Students will learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They will do this through 3 areas of focus, as outlined below.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world

The curriculum will follow a thematic approach, with the topics and levels being revisited each year and the content adjusted accordingly dependent on the age and ability of the students on roll with us.

The order in which students follow the topics may be adjusted depending on the needs that arise throughout the year. For example; relationships may need to be introduced earlier in the year if we have an influx of new students who are struggling socially.

#### 4. The KS3 curriculum

4.1 During this Key Stage, most secondary students will be taught knowledge, skills and understanding through opportunities to;

- Take responsibility (for example, for carrying out tasks and meeting deadlines)
- Feel positive about themselves
- Participate (for example, in developing and putting into practice school policies about anti-bullying)
- Make real choices and decisions (for example, about options for their future, based on their own research and career portfolios)
- Meet and work with people (for example, people who can give them reliable information about health and safety issues, such as school nurses and community drug awareness workers)
- Develop relationships (for example, by working together in a range of groups and social settings with their peers and others)
- Consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments)
- Find information and advice (for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe)
- Prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at Key Stage 4)

#### 5. The Key Stage 4 Curriculum

5.1 During Key Stage 4 students are expected to use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in the School and the wider community.

5.2 They develop the self-awareness and confidence needed for adult life, further learning and work. They will have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them.

5.3 They develop their ability to weigh up alternative courses of action for health and well-being.

5.4 They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions.

5.5 They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

5.6 During this Key Stage, students will be taught PSHE knowledge, skills and understanding through opportunities to;

- Take responsibility (for example, by representing the School to visitors and at outside events)
- Feel positive about themselves (for example, by gaining recognition for the role they play in School life, such as organising activities for younger students or working in the learning resource centre)
- Participate (for example, in an initiative to improve their local community or in challenging activities involving physical performance, public performance or organised events outside the School)
- Make real choices and decisions (for example, about their priorities, plans and use of time and/or about their choices post-16, with regular review and support)
- Meet and work with people (for example, through activities such as work experience and industry days or through having an employer as a mentor)
- Develop relationships (for example, by discussing relationships in single and mixed sex groups)
- Consider social and moral dilemmas (for example, young parenthood, genetic engineering, attitudes to the law)
- Find information and provide advice (for example, by providing peer support services to other students)
- Prepare for change (for example, in relation to progression to further education and training)

## **6. PSHE as part of the wider school community**

### **6.1 Developing confidence and responsibility and making the most of their abilities**

Students will be taught to;

- Be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
- Have a sense of their own identity and present themselves confidently in a range of situations
- Be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
- Recognise influences, pressures and sources of help and respond to them appropriately
- Use a range of financial tools and services, including budgeting and saving, in managing personal money

They will also learn about the options open to them post-16, including employment and continuing education and training, and about their financial implications. They will use high quality information, advice and guidance to help them choose their next steps, negotiate and plan their post-16 choices with parents/carers and others, develop career management skills, and prepare and put into practice personal action plans

### **6.2. Developing a healthy, safer lifestyle**

Students will be taught to;

- Think about the alternatives and long- and short-term consequences when making decisions about personal health
- Use assertiveness skills to resist unhelpful pressure
- Understand the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management
- Be aware of the link between eating patterns and self-image, including eating disorders
- Be aware of the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make

- Understand that in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- Seek professional advice confidently and find information about health
- Recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques

### **6.3 Developing good relationships and respecting the differences between people**

Students will be taught;

- About the diversity of different ethnic groups and the power of prejudice
- To be aware of exploitation in relationships
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- To work cooperatively with a range of people who are different from themselves
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis
- To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

## **7. Delivering the PSHE Curriculum**

7.1 Stone Soup Academy recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate

teaching practices relating to age, ability and cultural identity of the students are implemented.

7.2 The school will hold discussions with those parents/guardians who feel that the subject matter is inappropriate for their child and will explore other alternatives that enable age appropriate learning and teaching to take place.

7.3 We will follow the statutory requirements for Relationship, Sex and Health education (RSHE), drug education and careers education and guidance. It is intended that the PSHE lessons will complement this learning, helping to reinforce the notion of making positive choices.

7.4 We will ensure that students receive PHSE teaching regardless of their ability and when appropriate will create Individual Learning Plans (ILPs) to ensure that learning opportunities are matched to the individual need of the student.

7.5 Stone Soup Academy will use both direct and indirect teaching opportunities for students to learn and all subjects will be underpinned by PSHE, enabling the students to relate their educational experience with their life and the lives of others and recognise the correlation between them. Areas of the PSHE schemes of work will be delivered through flexible learning sessions delivered through the academic year.

7.6 We will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHE programmes.

## **8. Assessment of Progress**

8.1 Stone Soup Academy will use a range of methods to assess and report on the student's progress and development in PSHE. These are;

- Recognition of achievement and personal progress within the curriculum
- Assessment recording and reporting accountability structure
- Formative and summative assessments
- OfSTED inspections
- Peer and self-evaluation and discussion
- Reporting annually to parents/carers

8.2 Stone Soup Academy will also assess the students' learning in PSHE by making judgements of their level of understanding as they observe them during lessons and in their individual and group contributions to school life.



8.3 The achievement of each student will be reported to parents/carers each year in their annual report. Stone Soup Academy will not have formal examinations in PSHE and as such the assessments made on achievements will be positive and reflect the student's individual development and understanding of the subject throughout the year.

## **9. SMSC and RE**

### **9.1. Spirituality**

Spirituality is concerned with:

- Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.
- A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.
- Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.
- A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.
- Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.
- Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.
- Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through:

- The values and attitudes the Academy identifies, upholds and fosters
- The contribution made by the whole curriculum
- Through assemblies
- Extra-curricular activity, together with the general ethos and climate of the Academy.

The school's vision is Creating Unimagined Futures by providing every student with a safe, supportive learning environment, one where all people within the community are valued and make positive contributions to the school community, and where students develop into responsible independent members of society.

### **9.2. Moral Development**

"Moral development refers to students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong"

(OFSTED Framework)

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through:

- quality of relationships guided by our RSE curriculum
- standards of behaviour outlined in our behaviour curriculum
- quality of leadership given by the Academy
- the values the Academy sets and exhibits through its structures
- the academic curriculum and teaching

### **9.3. Social Development**

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through:

- cooperation and partnership
- classroom organisation and management
- the grouping of students
- leadership and responsibility
- extra-curricular activity

### **9.4 Cultural Development**

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through:

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures therefore extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present through a broad and challenging curriculum
- a study of the present values and customs of our nation and of other nations' cultures and societies through ambitious texts and study materials

- developing in our students respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups with a comprehensive religious studies programme.

## **10. Monitoring, Evaluation and Review**

10.1 The Assistant Principal: Personal Development will review this policy at least annually and more often when legislation and guidance changes.

10.2 Its implementation and effectiveness will be monitored by the Assistant Principal: Personal Development and PSHE, RSHE, SMSC & RE Lead and the Vice Principal: Quality of Education

10.3 The policy will be promoted and implemented throughout the school.

## **11. Appendix 1**

### **Confidentiality**

The subject matter involved in supporting the social and emotional aspects of learning relates in a specific way to the individual. When discussing feelings and the circumstances that give rise to them, it is inevitable that some students will find areas of the work challenging and distressing for a range of reasons.

Teachers, Teaching Assistants and other adults need to be sensitive to the individual circumstances of the students in their care. The school uses the opportunities available to talk through any issues that arise, or might arise, in response to the materials, with colleagues or other professionals where appropriate.

We aim for all adults involved with students to be aware of school protocols with regards to disclosure and they should refer to the **Stone Soup Academy's Child Protection Policy** where appropriate.