



PSHE and SMSC Education Policy

With reference to -

Mental Health and Well-being Provision in School, (Department for Education October 2018)

Education (Independent School Standards) (England) Regulations (2014)

Introduction

Alamiyah School's Personal, Social, Health and Economic Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC) curriculum is informed by the school's overarching principles embedded in the Montessori Educational Method and the Islamic Faith. These overarching principles clearly define the school's vision, values and aims which provide the basis for the school's approach to the teaching of PSHE and SMSC. The Alamiyah School PSHE Programme of Study which has been developed using the PSHE Association's programme of study is delivered and taught alongside the SMSC Programme of Study. This policy should be read alongside the School's Relationship Education Policy and Fundamental British Values Policy and the PSHE and SMSC Programmes of Study.

The programmes of study identify the key concepts and skills that underpin PSHE, SMSC and Relationships Education. The PSHE and SMSC Programmes of Study fulfil the school's statutory responsibility to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and to prepare pupils for life in the Wider World. The PSHE programme of study covers Key Stages 1 and 2 and is based on three core themes within which there will be broad overlap and flexibility:

1. Relationships
2. Living in the Wider World
3. Health and Wellbeing

We do not attempt to cover all of the suggested content contained in this document as doing so would lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, teachers are encouraged to select content that is relevant to their pupils and use these as a



context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

Purpose of study

PSHE and SMSC education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE and SMSC education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE and SMSC education helps us to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE and SMSC education programme makes a significant contribution to pupils' spiritual, moral, social and cultural development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE and SMSC education provision at Alamiyah School is essential to safeguarding pupils.

PSHE and SMSC education at Alamiyah School aims to contribute to personal development by helping our pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, and to build empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The aim for PSHE and SMSC education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.



Assessment of PSHE and SMSC education is carried out throughout the school day through observations of pupils' relationships towards others, their attitudes and values and through providing them with opportunities to use the knowledge and skills that they have learnt. PSHE and SMSC learning in a Montessori School takes place throughout the day and throughout the curriculum. For example, pupils learn to serve the school community by cleaning the school playground and classrooms; they learn how to solve problems in a social group through setting an agenda and running a class meeting; they learn how to manage relationships and resolve conflict through talking through the conflict using the peace rose; they learn how to be collaborative through group work and through peer teaching opportunities. Pupils are also provided with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives.

Subject Content

The three overlapping and linked 'Core Themes' (Relationships, Living in the Wider World and Health and wellbeing), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning.

PSHE and SMSC education respects and takes account of pupils' prior learning and experiences. Programmes should reflect the universal needs shared by all pupils as well as the specific needs of the pupils in the school. PSHE and SMSC education is taught through a spiral programme both discreetly (for example through Positive Discipline or class meetings) and directly (for example through specific assemblies or workshops) revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

Overarching Concepts

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. Relationships (including different types and in different settings)
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)



5. Diversity and equality (in all its forms)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

PSHE and SMSC education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills

The interpersonal skills required for self management:

1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)
2. Learning from experience to seek out and make use of constructive feedback
3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)
4. Making decisions (including knowing when to be flexible)
5. Recognising when our thoughts and perceptions can be unhelpful (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)
6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)
7. Self-regulation (including managing strong emotions e.g. negativity and impulse)



8. Recognising and managing the need for peer approval
9. Self-organisation (including time management) and compromise)

The interpersonal skills required for positive relationships in a wide variety of settings:

1. Active listening
2. Empathy
3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)
4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)
5. Negotiation (including flexibility, self-advocacy)
6. Recognising and utilising strategies for managing pressure, persuasion and coercion
7. Responding to the need for positive affirmation for self and others
9. Reviewing progress against objectives

Skills of enquiry:

1. Formulating questions
2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
3. Analysis (including separating fact from opinion)
4. Planning and deciding
5. Recalling and applying knowledge creatively and in novel situations
6. Drawing and defending conclusions using evidence and not just assertion



7. Identification, assessment (including prediction) and management of risk

8. Evaluating social norms

Programme of Study

Our PSHE and SMSC education programme is used flexibly according to pupils' prior learning, experience, needs and readiness. It is therefore important to understand that, whilst this framework distinguishes between 'Health' and 'Relationships' as two separate themes, in reality there is always an extensive overlap and when planning, teachers draw from more than one theme.

This framework is not definitive and at Alamiyah School we continually adapt and enrich it as we feel appropriate, including relocating learning in different Key Stages where appropriate to pupils' readiness or needs. PSHE and SMSC education addresses both pupils' direct experience and preparation for their future. It is therefore important to provide a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Consistency of teaching is also secured through other subjects such as science, technology, The Great Lessons, P.E, etc. For example, teachers covering other subjects take account of existing school policies, including those relating to Relationships Education, preventing and tackling bullying (including online bullying), safeguarding and equality.

At Alamiyah School we continually assess pupils' needs, (for example through, meetings, observation and discussion) to prioritise the topics that are most relevant to the pupils and particular cohorts of pupil. These provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that pupils can see how the skills acquired through looking at one issue can be transferrable to other contexts.

KEY STAGE 1 and 2

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE and SMSC education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase.



They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages

Core Theme 1: Relationships

Programme of Study for Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 2: Living in the wider world – Economic well being and being a responsible citizen

Programme of Study for living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities, religious beliefs and cultures
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively



7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

Core Theme 3: Health and wellbeing

Programme of Study for Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Citizenship

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

Key stage 1

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.



They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.

As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- b. to share their opinions on things that matter to them and explain their views;
- c. to recognise, name and deal with their feelings in a positive way;
- d. to think about themselves, learn from their experiences and recognise what they are good at;
- e. how to set simple goals.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class;
- b. to take part in a simple debate about topical issues;
- c. to recognise choices they can make, and recognise the difference between right and wrong;
- d. to agree and follow rules for their group and classroom, and understand how rules help them;
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them;



- f. that they belong to various groups and communities, such as family and school;
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them;
- h. to contribute to the life of the class and school;
- i. to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. how to make simple choices that improve their health and wellbeing;
- b. to maintain personal hygiene;
- c. how some diseases spread and can be controlled;
- d. about the process of growing from young to old and how people's needs change;
- e. the names of the main parts of the body;
- f. that all household products, including medicines, can be harmful if not used properly;
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people;
- b. to listen to other people, and play and work cooperatively;
- c. to identify and respect the differences and similarities between people;



- d. that family and friends should care for each other;
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);
- e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers);
- f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);
- g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police).

Key stage 2



During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- f. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events;



- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- f. to resolve differences by looking at alternatives, making decisions and explaining choices;
- g. what democracy is, and about the basic institutions that support it locally and nationally;
- h. to recognise the role of voluntary, community and pressure groups;
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- k. to explore how the media present information.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- c. about how the body changes as they approach puberty;
- d. which commonly available substances and drugs are legal and illegal, their effects and risks;



- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- b. to learn about the lives of people living in other places and times, and people with different values and customs, religions, and cultures;
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- e. to recognise and challenge stereotypes;
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- g. where individuals, families and groups can get help and support.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:



- a. take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);
- b. feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);
- c. participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);
- d. make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);
- e. meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);
- f. develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);
- g. consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);
- h. find information and advice (for example, through helplines; by understanding about welfare systems in society);
- i. prepare for change (for example, transferring to secondary school.)



Review

This policy will be reviewed every 3 years or sooner or if there is any change in statutory guidance or legislation. See 'Policy Review Schedule'.

Adopted in a meeting at Alamiyah School on 22/12/2018

Signed: H Musa (Headteacher) and S Motara (Chair of Trustees)