



# KING'S HOUSE SCHOOL

RICHMOND



## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY INCLUDING ANNEX A (PUPIL VOICE) AND ANNEX B (SMSC)**

Member of staff responsible: Head of Pastoral Care

Date of policy review: March 2023

Date of next review: March 2025

Approved by Governors: March 2023



**This policy applies to the whole school, including the EYFS.**

## **RATIONALE**

“If you could wish one thing for a child when they leave school, what would that be?” Most parents, as well as most teachers, would say that they would wish for a child such things as self-reliance, happiness, the ability to make choices, self-discipline and confidence. In other words, a vast majority of adults would not limit their expectations of school to academic achievement.

Thus the 1988 Education Reform Act puts a requirement on schools to provide a broad balanced curriculum which “promotes the spiritual, cultural, mental and physical development of pupils at the school and of society and prepares the pupils for the opportunities, responsibilities and experiences of adult life”. The 2010 Equality Act asks schools to show respect to others.

Education is far from just being a transferring of facts to children. The broadest aim of education is that of helping a child to think for themselves and make well-informed choices, decisions and value judgements.

Personal, Social and Health Education helps to achieve these aims.

## **THE LEGAL REQUIREMENTS**

### **Personal, Social and Health Education (PSHE)**

There are no legal requirements for the delivery of PSHE, but the National Curriculum provides non-statutory guidelines for all key stages. Citizenship Education is now incorporated within PSHE and at the School within the PSHE schemes of work. However, there are statutory Relationships Education, RSE and Health Education that are required in the School’s schemes of work. These are as follows:

- relationships education (primary)
- relationships and sex education (RSE) (secondary)
- health education (state-funded primary and secondary)

Although PSHE and Citizenship are not required elements of independent schools curricula, the School in general follows the National Curriculum guidelines and adheres to EYFS guidelines.

These guidelines are supported by using planning which encompasses Keeping Children Safe in Education (2021), DfE and PSHE Association guidance, particularly ‘Relationships Education,



Relationships and Sex Education (RSE) and Health Education' (2019), DFE advice - Health and Mental wellbeing and DFE statutory framework for the Early Years (2017).

## **AIMS OF PSHE**

The School's aim is for PSHE to:

- create a foundation of knowledge and body of skills with which pupils can understand and question the world in which they live; and which will prepare them, through an innovative approach to education, for the world they are likely to inhabit in the future.
- cultivate respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally, paying particular regard to the protected characteristics as set out in the Equality Act 2010.
- promote our pupils' emotional wellbeing and act as a safe place to learn how to build resilience and a robust character when situations do not meet their expectations.
- provide opportunities to develop their self-knowledge, self-esteem and self-confidence.

The School provides an environment in which the welfare of the children is paramount and where they feel secure and able to flourish; offering opportunities to take part and develop in all areas, so that the needs of each individual are truly catered for.

## **THE SCOPE OF PSHE**

PSHE refers to all aspects of school life – the thinking, planning, teaching and organisation which are designed to contribute to the process of growing up, getting on with other people, formation of values, and preparation of the child for responsibility in adult life.

This will involve helping pupils to understand:

- understanding themselves
- their behaviour
- health and development
- our society
- school environment
- learning skills
- making decisions and moral judgements

In PSHE there are facts to be known, concepts to be understood, skills to be acquired, values and attitudes to be encouraged.



## **DELIVERY OF THE CURRICULUM**

Where does PSHE take place?

PSHE happens in all sorts of ways and in all sorts of places – in and out of the classroom, at home and in all areas the curriculum, open and hidden.

## **THE HIDDEN CURRICULUM**

This refers to the unspoken areas of a school curriculum which inculcate the values of a school, often as effectively as the spoken and written curriculum. These values tell a pupil a great deal about the attitude of the school to the pupils, to education and what an individual's place and worth is within the school community. The hidden curriculum may be found in many areas such as, but not limited to, the following:

- layout of building
- classroom layout
- handling of discipline issues
- methods of correction – of work and of behaviour
- circle time
- interaction between staff and pupils
- interaction between staff and staff
- teaching and learning styles
- trips out
- activity weeks

The hidden curriculum is the “root” of the PSHE tree – like tree roots they are not visible, but they underpin the more formal and visible PSHE programme (the tree's branches) and as such can determine the success of the delivery of the formal PSHE programme.

## **ENTITLEMENT AND EQUALITY OF OPPORTUNITY**

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act, schools must not unlawfully discriminate against pupils, or another person with whom the pupil is associated, because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice.



The School will take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the School could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionately being subjected to bullying, abuse or harassment. The School shall seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled. The School is committed to ensuring that PSHE is relevant to its pupils, and appropriate to ability, social and cultural background, religion, sexual orientation, as well as physical and emotional needs. The School is aware that in some situations pupils, parents or guardians may have concerns about the School's PSHE provision. The School will take such concerns seriously and seek to resolve them in a constructive manner which puts the welfare of the pupil first.

### **SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION (SMSC)**

The social, moral, spiritual and cultural values of each child are promoted within the subject of PSHE. This is highlighted in the PSHE planning and other schemes of work across the curriculum. This is especially true in RS which promotes SMSC as a range of faiths are learnt about. SMSC is also evident in most assemblies. A log of assemblies is kept which highlights areas of SMSC that are covered.

Pupil voice also plays a key part in the PSHE curriculum. See Annex A for further details.

Attached at Annex B is the School's SMSC statement which includes how the School promotes Fundamental British Values.

### **EYFS (CATERPILLAR, BUTTERFLIES & RECEPTION)**

In the EYFS, PSHE is an integral part of the curriculum. Personal, Social and Emotional Development is one of the three prime areas of the EYFS curriculum. From the moment children arrive in the Nursery Department or Reception, they are on a rapid learning course as regards personal, social and emotional development which is integral to every area of their experiences, both in and out of the classroom. Strong warm secure attachments with adults are essential to ensure these skills are developed.

Butterfly Nursery Class and Reception follow the Think Equal programme.



The Nursery Department celebrates kindness, sharing and helping others by;

- Talking about positive behaviour during Circle times and adding names to the kindness jar in Butterflies and kindness tree in Caterpillars.
- Certificates and stickers.
- Taking home Bertie the dog .
- Nominating helpers at snack time.
- Holding events to raise money for local charities and Rwanda Action.

## **JUNIOR DEPARTMENT**

In the Junior Department, PSHE mostly takes place as an integral part of the curriculum. From the moment the pupils arrive in Reception, they are on a rapid learning course as regards personal, emotional and social development, which is integral to every area of their experiences, both in and out of the classroom.

**In Reception and Key Stage 1**, pupils have weekly PSHE lessons usually taught through Circle Time sessions. The syllabus is well covered by other means within the teaching day.

**In Key Stage 2** (of which only Year 3 is in the Junior Department) there is one half hour lesson of PSHE a week. In addition many aspects of the syllabus are covered within the broader curriculum as in Key Stage 1.

There are several areas of school life unique to the Junior Department which especially enhance the PSHE curriculum:

**Circle Time:** All classes have regular Circle Time lessons which cover various topics and ideas.

**Golden Rules/Golden Time:** Golden Rules are displayed in the Junior Department for pupils to follow every day. Pupils following the Golden Rules are rewarded with special stickers. Years 1 to 3 have Golden Time sessions in which pupils who have earned Golden Time have a free choice of activity. Minutes can be lost for bad behaviour, but the emphasis is on the fact that Golden Time is a reward for positive contributions from all pupils during the week. In Reception, the pupils follow the Golden Rules and are rewarded with stickers and star charts.

**Gold Book:** Pupils who have worked hard or have achieved something special are recorded in the Gold Book. Their names are read out in Friday's assembly, where they stand up and are



applauded. Names are also put in the weekly newsletter for parents to see. The achievements are not necessarily academic, but also for social skills, effort and helpfulness.

### **Cross Curricular**

All subject areas of the curriculum have a part to play in the delivery of PSHE. Wherever a child is taught social skills, planning, evaluation, health, self-awareness, awareness of the wider world, self-discipline, social and moral responsibility, self-esteem and values, PSHE is being taught.

## **SENIOR DEPARTMENT**

### **Cross-curricular**

The cross curricular application of PSHE follows on from the Junior department, where there is a continued promotion of the above.

As far as the formal interaction with PSHE lessons is concerned the main subjects which cross over and complement PSHE are Religious Studies, Science, Geography, English, PE & Games and Maths where they will primarily discuss the economic aspect of PSHE and History in relation to SMSC.

There is also a peer mentoring system in place which involves members of Year 8 having a buddy in Year 4 to mentor. These pupils are assigned to buddies in their own houses in order to give them common ground. Various activities take place throughout the year to encourage a bond that gives the older pupils a sense of responsibility and the younger pupils feel more welcome and safer in the playground. Other events include assemblies, where teachers or outside agencies will discuss issues related to PSHE or form assemblies, often on a current or social topic such as Black Lives Matter. The children also take part in charitable work, with local charities such as Starlight or international charities being supported. The main international charity supported is Rwanda, Action where we have helped to build and continue to support King's House School, Cyato.

The formal curriculum overlaps with PSHE to ensure complete and fully adequate coverage of all topics.

## **THE FORMAL CURRICULUM**

Personal, Social and Health Education Lessons take place in form groups, once a week, for half an hour. They are run by the Form Teacher (see Curriculum overview for subjects and topics)



As well as “plugging the gaps” where the PSHE curriculum is not delivered in any other context, these provide a place and a time for pupils to discuss issues and formalise ideas. The topics covered are listed below in the syllabus.

These sessions can also be used to deal with issues that have arisen, planning projects which the class are involved in, such as charity initiatives or class assemblies, discussion of topical issues and current events as well as delivering the formal PSHE curriculum. Other sessions may also be held during form times after registration.

## **CAREERS**

The School offers wide-ranging age-appropriate careers advice and opportunities to learn about a wide range of careers which are not gender-specific or taught in segregated sessions (see Curriculum overview for subjects and topics).

In the co-educational Nursery Department, the School offers non-gender-specific role-play opportunities and visits from professional people in the community.

In the Junior and Senior Departments, the School ensures that its careers advice:

- is open so that the pupils have a broad view of the opportunities which are available in wider society not just those of a type considered socially or culturally befitting the sociodemographics of the School's pupils
- is not restricted to only those considered to be stereotypically male or female careers.





## EYFS (CATERPILLAR, BUTTERFLIES & RECEPTION)

In the Early Years PSHE is an integral part of the EYFS curriculum. Personal, Social and Emotional Development is one of the three prime areas that underpin all the learning that takes place. From the moment children arrive in the Nursery Department or Reception, they are on a rapid learning course as regards personal, social and emotional development which is integral to every area of their experiences, both in and out of the classroom. The School follows the belief that valuing a child as an individual, having positive relationships and an enabling environment allows learning and development. With termly intakes of children the Nursery Department ensures they are supported in developing the following skills during their time in Nursery by working closely with families and embedding these behaviours throughout the sessions.

<b><u>Self- confidence and Self-awareness</u></b>	<b><u>Making Relationships</u></b>	<b><u>Managing Feelings and Behaviour</u></b>
<ul style="list-style-type: none"><li>• Separate from carer - feel safe, secure and show a sense of trust. This is supported by the child's key carer.</li><li>• Express own preferences and interests.</li><li>• Develop the confidence to ask adults for help when needed.</li><li>• Select and choose activities and resources with help.</li><li>• Have the confidence to talk to other children during play and in circle times.</li><li>• Celebrate the things we are good at -The Tree of Good News</li><li>• Begin to understand we all have different talents and what makes us unique and special.</li></ul>	<ul style="list-style-type: none"><li>• Provide activities and support to promote making friends, listening skills, sharing and turn taking.</li><li>• Begin to engage in cooperative play with other children-role play</li><li>• Initiate play with others - Circle times and stories about including others.</li><li>• Take turns and share resources. (The large sand timers are used for taking turns.)</li><li>• Initiate conversations and take account of what others say.</li><li>• Working as a team tidy up time, group activities including problem solving.</li></ul>	<ul style="list-style-type: none"><li>• Can express their own feelings-emotions topics and circle times.</li><li>• Respond to the feelings and wishes of others.</li><li>• Encourage kindness and concern for others.</li><li>• Show an understanding of the boundaries and routines- Use the visual timetable, Nursery Golden rules, positive behaviour displays.</li><li>• Take turns and share resources- large sand timers are used for taking turns</li><li>• Be aware that some actions and words can hurt others- Discussed in circle times and 1:1.</li><li>• Begin to negotiate and solve problems</li></ul>



<ul style="list-style-type: none"><li>• Welcome praise - stickers, warm fuzzy jar, kindness tree and jar.</li><li>• Enjoy responsibility - snack time helpers</li><li>• Be sensitive to others' needs and feelings.</li><li>• How do we help each other- caring for our environment, People Who Help Us topic, supporting local charities and Rwanda Action.</li></ul>		<p>without the support of an adult.</p> <ul style="list-style-type: none"><li>• Accept changes –transitions between classes and to Reception. Meet the Teachers booklets, visits to JD, staff swaps.</li><li>• Self-regulation - be able to follow instructions, give focused attention and regulate their own behaviour.</li></ul>
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## JUNIOR DEPARTMENT (INCORPORATING EYFS IN RECEPTION)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>Starting school</b> <i>School routines, making friends, expectations of behaviour</i>	<b>Golden Rules</b> <i>Do be honest Do be kind Do be helpful Do work hard Do listen Do look after property Do be gentle</i>	<b>All about me</b> <i>Discuss things you like and dislike, families, friends and school</i>	<b>Friendship</b> <i>What makes a good friend? How can we keep our friends? Importance of sharing</i>	<b>Team work</b> <i>Parachute games</i>	<b>Moving on</b> <i>Transition to Year One How have we grown?</i>
<b>Year One</b>	<b>New beginnings</b> <i>Things to look forward to, expectations in Year One</i>	<b>People who help us</b> <i>Discuss roles of important people in the community e.g. fire service, police etc Invite visitors into school</i>	<b>Road safety</b> <i>Looking out for danger on the roads, what do different signs mean? Stranger danger, wearing a seatbelt etc</i>	<b>Being part of a community</b> <i>Looking after where we live, how and why should we do this?</i>	<b>Healthy eating</b> <i>Making choices for a healthy lifestyle</i>	<b>Changes</b> <i>Moving on and transition to Year Two</i>



<b>Year Two</b>	<b>Good Relationships</b> <i>With parents, teachers and friends. Talk about having respect for these people</i>	<b>Responsibility</b> <i>Discuss responsibilities pupils have at home, school and in the community</i>	<b>To give is to receive</b> <i>Helping others</i> <i>The importance of charity</i>	<b>Say no to bullying</b> <i>What should we do if we are being bullied or see someone being bullied?</i>	<b>Peer pressure</b> <i>How to say no and to be yourself</i>	<b>Feelings</b> <i>Discuss our own feelings and those of other people</i>
<b>Year Three</b> Lessons are incorporated with RS. One half term RS, one term PSHE.	<b>Going for Goals</b> <i>Setting personal targets to achieve a goal</i>  <b>Changes and family, belonging and friendship</b>  <b>Healthy Eating</b>	<b>Brain/Growth Mindset</b> <b>Sharing</b> <b>Communication with Peers</b> <b>Responsibilities.</b>			<b>Animal Rights</b> <b>Feelings</b> <b>Moving on/Changes</b>	



## SENIOR DEPARTMENT

	<b><u>AUTUMN</u></b> <b>CITIZENSHIP &amp; MEMBERSHIP OF A COMMUNITY</b>	<b><u>SPRING</u></b> <b>RELATIONSHIPS, SELF ESTEEM AND DEALING WITH CONFLICT</b>	<b><u>SUMMER</u></b> <b>HEALTH AND SAFETY</b>
<b>YEAR 4</b>	Topics covered include: <ul style="list-style-type: none"><li>– rules within the classroom</li><li>– responsibilities at home and within school.</li><li>– Internet safety module</li><li>– how to manage conflict, especially in the playground</li><li>– what is a stereotype?</li><li>– initiatives such as a well-being plan, team building and philosophical thinking</li></ul>	Topics covered include: <ul style="list-style-type: none"><li>– understanding about strangers</li><li>– understanding what a role model is</li><li>– friendships</li><li>– our own strengths and others capabilities</li><li>– learning how to say no and being assertive</li><li>– discussing a story where stereotypes are not upheld</li><li>– initiatives such as a well-being plan, team building and philosophical thinking</li></ul>	Topics covered include: <ul style="list-style-type: none"><li>– understanding the importance of health, especially looking after your teeth</li><li>– understanding different cultures and how they eat</li><li>– road safety and dealing with specific scenarios</li><li>– initiatives such as a well-being plan, team building and philosophical thinking</li></ul>
<b>YEAR 5</b>	Topics covered include: <ul style="list-style-type: none"><li>– to respect the school environment</li><li>– to discuss being part of a school community</li><li>– to discuss how we relate to others including what racism is</li><li>– to understand the rights they have as a child</li><li>– Internet safety module</li></ul>	Topics covered include: <ul style="list-style-type: none"><li>– learning to cope with anger</li><li>– learning to manage conflict</li><li>– learning to work together well</li><li>– learning to cope with arguments and misunderstandings, including not leaving someone out in the playground</li></ul>	Topics covered include: <ul style="list-style-type: none"><li>– taking risks and when it is appropriate to do so</li><li>– cycle safety</li><li>– healthy eating</li><li>– the benefits of exercise</li><li>– to discuss growing up and the things to expect and how to keep safe</li><li>– to discuss puberty and changing bodies</li></ul>



	<ul style="list-style-type: none"><li>– to challenge stereotypes by questioning assumptions</li><li>– initiatives such as a well-being plan, team building and philosophical thinking</li></ul>	<ul style="list-style-type: none"><li>– learning what an active bystander is and how to apply that within the playground</li><li>– understand how to make friendships properly</li><li>– to discuss how families are different but relationships can still contain the same parts</li><li>– initiatives such as a well-being plan, team building and philosophical thinking</li></ul>	<ul style="list-style-type: none"><li>– initiatives such as a well-being plan, team building and philosophical thinking</li></ul>
<b>YEAR 6</b>	<p>Topics covered include:</p> <ul style="list-style-type: none"><li>– to understand what it's like to be a member of a community</li><li>– to understand each person's worth within a community</li><li>– to understand what happens when situations change and differ to what you are expecting</li><li>– Internet safety module</li><li>– discussing stressful situations and how to manage them</li><li>– scenarios based around empathy and putting yourself in other's shoes. This includes a pre-test scenario</li></ul>	<p>Topics covered include:</p> <ul style="list-style-type: none"><li>– understanding about rules, loyalty to your friends, rural life and not going with strangers</li><li>– revising how to deal with stress and being resilient</li><li>– understanding about bullying, name-calling, racism, stealing and recycling</li><li>– understanding working as a team, obeying rules and playing fair</li><li>– discussing male and female roles, boy/girl relationships including marriage</li><li>– understanding how you can help others and empathise with others</li></ul>	<p>Topics covered include:</p> <ul style="list-style-type: none"><li>– the dangers and effects of smoking and alcohol</li><li>– how to deal with stress and spot situations when you are being stressed</li><li>– how to stay safe in the sun</li><li>– how to stay safe near a river and spot riverside signs</li><li>– challenging stereotypes and knowing to speak to someone if you do not feel safe</li><li>– learning what makes a good leader and ways you can become that</li><li>– initiatives such as a well-being plan, team building and philosophical thinking</li></ul>

	<ul style="list-style-type: none"> <li>– initiatives such as a well-being plan, team building and philosophical thinking</li> </ul>	<ul style="list-style-type: none"> <li>– puberty</li> <li>– consent and challenging friends' behaviour if you know it is wrong</li> <li>– initiatives such as a well-being plan, team building and philosophical thinking</li> </ul>	
<b>YEAR 7</b>	<p>Topics covered include:</p> <ul style="list-style-type: none"> <li>– to understand the concept of democracy at national level – voting systems.</li> <li>– the function of Parliament</li> <li>– the basic structure of Parliament</li> <li>– how and why laws are made</li> <li>– to discuss race including a real life example from the media</li> <li>– Climate change</li> <li>– Internet Safety Module</li> <li>– discussing scenarios around our behaviour towards others, consent and how we can change this due to the active bystander role</li> <li>– initiatives such as a well-being plan, team building and philosophical thinking</li> </ul>	<p>Topics covered include:</p> <ul style="list-style-type: none"> <li>– time management</li> <li>– study skills</li> <li>– to realistically assess their strengths in relation to personality &amp; ability</li> <li>– to understand the effects of stereotyping, prejudice, bullying and discrimination from sources and how to challenge them assertively and empathise with those who are different from us</li> <li>– to be aware of their role as older pupils when witnessing conflict amongst younger ones and be able to act responsibly</li> <li>– to be assertive in the face of pressure to do wrong &amp; to recognise when others need help</li> </ul>	<p>Topics covered include:</p> <ul style="list-style-type: none"> <li>– how the balance between work, leisure and exercise affects mental health</li> <li>– discussions on what love is and how you might know</li> <li>– to be aware of the effect that the media can have on you</li> <li>– alcohol, smoking and drugs and how it may affect relationships</li> <li>– initiatives such as a well-being plan, team building and philosophical thinking</li> </ul>

		<ul style="list-style-type: none"> <li>– understanding about physical and emotional changes in puberty and how to manage them.</li> <li>– to understand what is required for certain jobs and see how much money can be achieved from certain jobs</li> <li>– initiatives such as a well-being plan, team building and philosophical thinking</li> </ul>	
<b>YEAR 8</b>	<p>Topics covered include:</p> <ul style="list-style-type: none"> <li>- to understand about rights and organisations that promote rights.</li> <li>- Internet Safety Module.</li> <li>- understanding that you have rights and that everyone should be treated equally, including FGM and gender equality</li> <li>- to understand that advertising influences choices and values.</li> <li>- radicalisation.</li> <li>- use of racial language and racial stereotypes</li> <li>- understanding the term transgender and other terms involved sexuality</li> <li>- initiatives such as a well-being plan, and philosophical thinking</li> </ul>	<p>Topics covered include:</p> <ul style="list-style-type: none"> <li>- to manage their own school work effectively and be aware of their own strengths and weaknesses.</li> <li>- to understand what influences how we spend or save money and become competent at managing personal money.</li> <li>- to be aware of the various influences in their lives and manage the strength of their feelings in different situations.</li> <li>- to recognise the stages of emotions associated with loss and change in relation to: death/divorce/separation/new family members and what you can do to help them</li> </ul>	<p>Topics covered include:</p> <ul style="list-style-type: none"> <li>- knowing rights and sharing problems.</li> <li>- making independent decisions.</li> <li>- understanding peer pressure and alcohol dangers.</li> <li>- careers</li> <li>- discussions on segregation using real life examples</li> <li>- initiatives such as a well-being plan, brain training, team building and philosophical thinking.</li> </ul> <p>ACE Programme - After Common entrants programme that covers various topics, including sex and relationships, sexual health talks.</p>



		<ul style="list-style-type: none"> <li>- to discuss healthy relationships and the differences between attraction and love</li> <li>- to discuss consent, how you feel towards others you are attracted to and how to behave around them.</li> <li>- initiatives such as a well-being plan, team building and philosophical thinking</li> </ul>	
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The PSHE syllabus in the Senior Department also encompasses:

Well-being plans – **tracks strengths, achievements, friendships, worries and targets**

Team building games – **designed to aid cooperation and communication**

Philosophy for children – **improves emotional awareness and thinking skills**

Thunks – **encourages debate through questions**

Information on these topics can be found in the PSHE half termly schemes of work



## **ANNEX A**

### **THE PUPIL VOICE AT KING'S HOUSE**

The School is keen to hear and listens to the views of its pupils. The School believes that it is good that children have the confidence to speak, discuss and give their opinions from a young age. Any discussions should always be carried out at in an age-appropriate way. One of the ISI inspection (2016) recommendations was to improve opportunities for pupils to have roles of responsibility across the school. The School has endeavoured to meet this requirement with the addition of many things mentioned in this Annex.

**The Form Group** – The main pastoral care grouping at the School is the form group. Form teachers see their pupils on at least a daily basis and from Reception to Year 4, they deliver the majority of the curriculum and the pupils spend most of their time with them. Building on this relationship is key to developing pupil voice. The form group should encourage a purposeful environment where respectful engagement with one another is promoted. It should enable form teachers to get to know their pupils and to tailor their advice and support appropriately. It should also foster a sense of inclusivity where issues pertinent to the age of the children can be discussed. Forms have also given roles to pupils within their forms, particularly in the lower years, to enhance pupil responsibility. Forms are also expected to perform a class assembly. The ideas are often from the pupils themselves and they create assemblies, including powerpoints and finding appropriate video material, to support them. Form time and PSHE lessons in the SD are an opportunity for pupils to discuss their views, as are Circle Time and PHSE lessons in the JD.

**Pupil Groups** - The School has a food council towards which pupils contribute ideas, and an Eco Team in the SD, which also provides pupils with a voice on these key areas. The Food council has been key in enforcing changes to the provision of School catering, including a change of rota to limit queueing and ensuring all years have enough time to finish their lunch and forming part of the selection committee in appointing the current catering company. Food council members have been part of pupil run assemblies, as have other groups such as charity monitors and individual members of pupil run clubs. Often when selecting charities to support pupils are consulted and involved in the process. This may be done in assembly in the JD or by the Charity Monitors in the SD. In the JD when a work scrutiny is taking place, pupils will be asked to talk about their work.

**Senior Pupils** - The pupils in Year 8 take on responsibilities around the School and will lead various activities such as houses and sports teams and visitors' tours. Prefects are given



responsibilities and encouraged to discuss their ideas. All other pupils are subject monitors. All Year 8 pupils act as mentors too to the pupils in Year 4 and this encourages concerns to be raised.

**Staff** – Staff at the School are expected to listen to pupils and take them seriously, and act appropriately on any concerns that they may have. All staff are given training in safeguarding as part of their induction and this is refreshed every three years in line with local guidance.

Staff have an open door policy and pupils are regularly informed that if they have a concern they can and should discuss it with a member of staff, be that their form teacher, one of the pastoral team or any member of staff they feel comfortable talking to. If the concern is of a safeguarding nature, all staff are trained in this area and will follow the School's procedures.

Staff also encourage pupils to develop their own ideas through their planning and teaching. Where issues are raised they are discussed at staff meetings and SMT meetings as appropriate.

**Pupil Survey** – The School conducts regular surveys with pupils to ensure we get their feedback and act on it. Examples include feedback from residential trips, workshops attended, their well-being and role preferences for year 8. The well-being plans also provide feedback on pupil views.

**Pupil run clubs** – Pupils from all year groups in the SD have the opportunity to create and run their own clubs with staff supervision. Examples of these are James Bond club, Phone design club, STEM club (Science, Technology, Engineering, Maths) and Table Tennis club.

**Digital Leaders** – Pupils from years 5 – 8 have the opportunity to become digital leaders. This involves completing computer based modules that enables them to be better cyber citizens. Leaders feed back to their forms on what they have learnt.

A pupil voice folder is available to show evidence of pupil voice.



## **ANNEX B**

### **SMSC STATEMENT INCLUDING PROMOTING FUNDAMENTAL BRITISH VALUES**

#### **References**

Independent Schools Regulations – amended Jan 2019

#### **Overarching Statement**

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The School recognises that the development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. The School aims to provide an education that allows pupils the opportunity to explore and develop their own values and beliefs, spiritual awareness, standards of behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Pupils should learn to differentiate between right and wrong insofar as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. The School's Pupil Behaviour Policy and Code of Conduct support these aims.

SMSC will take place across all curriculum areas and opportunities for this will be planned when possible, through activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise the need for perseverance when encountering challenges.

SMSC is also apparent in activities outside the classroom. Opportunities such as assemblies allow the pupils to be educated in fundamental British values and outings to, amongst other venues, places of worship, instil a sense of respect for the beliefs and views of others.



## **Curriculum**

As has been said SMSC is present across the school and its curriculum, and not the responsibility of one subject area to deliver. Different subjects support SMSC in different ways.

### **Early Years Foundation Stage**

SMSC education is embedded in the Early Years curriculum and covered in the Think Equal Programme. When children enter the Nursery the staff place a huge focus on the three prime areas, especially Personal Social and Emotional Development and Communication and Language. The staff use play opportunities and circle times to teach the children to share, take turns and be kind and courteous to each other. The staff listen, observe and value individual children's interests and opinions. These skills are built on across the three years of EYFS at King's House.

The EYFS curriculum allows the children to explore, investigate and reflect on their own learning. They are also encouraged to work together and listen and consider other peoples' views and opinions. The children are taught to show care and consideration for their environment and resources. They raise money for local charities and the Rwanda project, helping them to appreciate the needs of others.

We celebrate and value other cultures and religions. Parents are invited into the setting to share special family celebrations relating to their own culture. Celebrations include St George's Day, Australia day, Diwali and Chinese New Year.

### **SMSC in English**

Through their studies of Literacy when they are younger, and English when they are older, pupils are encouraged to read widely, and learn about life in different parts of the world and the UK. We provide our pupils with many opportunities to reflect not only upon their own spiritual, moral, social and cultural development, but that of others also.

Our schemes of work provide the students with the chance to discuss and interpret the thoughts and actions of characters within the books they read: the study of these characters and their lives within their imagined 'communities' demand an empathetic engagement from our pupils, which in turn provides them with the chance to find parallels and similarities within their own lives. During their time at the school, pupils will study texts which will consider areas such as prejudice and intolerance (To Kill A Mockingbird, Pig Heart Boy, Boy 87), historical events like World War I (Private Peaceful), stories of adventure and resilience from other cultures (Kick, The Girl Who



Stole an Elephant, The Fastest Boy in the World, Kensuke's Kingdom, Holes). Year 8 read extracts linked by themes of race and division, and perspective and inclusivity. Identifying with (and at times solving) a character's problem(s) may provide the pupils with solutions they can apply to their own lives, whilst discussing the impulses and feelings that propel a character to act or think in a certain manner models the process by which a student might initiate a similar dialogue with themselves. All this encourages them to think carefully about their own situation and the values of the society they live in.

Finally, the discussion of ideas is always built on the concept of freedom of expression and of encouraging pupils to respect and listen to the ideas of others, even if they disagree with them. Pupils are encouraged to make points clearly and articulately but also bearing in mind the views of others.

### **SMSC in Maths**

Mathematics offers the opportunity for pupils to develop deeper thinking and to begin to question the way the world works and how the subject relates to the world around them. Working together is a fundamental part of Maths. Pupils are actively encouraged to discuss with their peers in various problem solving activities, allowing them the opportunity to think creatively, discuss, explain and present ideas. This also means they develop their mathematical reasoning skills by communicating and explaining concepts to each other. They are encouraged to be supportive and to appreciate that everybody learns at a different pace to each other. They are also given opportunities to peer and self-reflect on their learning by giving positive and constructive feedback on each other's work, being sensitive to each other's feelings. Mathematics is a global language and our pupils learn to appreciate the historical and geographical aspect of the subject. For example they learn about Babylonian and Egyptian Maths and Roman numerals, and they learn about conversion rates of currencies and other conversions such as Celsius and Fahrenheit.

Learning about money and how an understanding of Mathematics can help in financial life is also a part of this subject area. This helps pupils develop a sense of responsibility.

### **SMSC in Science**

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living organisms and how the World was created. Through many of the amazing processes that affect living things, pupils are able to develop a sense of awe and wonder regarding the nature of the world.



Science raises many moral and social questions. Through the teaching of science, pupils have the opportunity to discuss the effects of smoking, drugs and disease. They are given opportunities to reflect on the way in which people care for the planet and how science can contribute to the way in which we manage the earth's resources, as well as providing solutions to problems which we encounter.

Science provides some reasons for variation as well as the significance of this for survival of species, thus developing their knowledge and understanding of physical and environmental factors and promoting respect for others.

Through scientific experiments, pupils are provided with opportunities to consider the impact of their actions on others, analysing risks and evaluating ethical issues regarding scientific research, particularly in relatively new areas of investigation such as genetics.

### **SMSC in the History**

The nature of the subject lends itself to discussions, debates and study topics where core values and attitudes are discussed. Concepts of justice, compassion, wisdom and fair-dealing are commonly discussed and highlighted. Qualities of kingship, leadership, and team skills are also dealt with. The concept of a 'hero' in History also leads to some interesting question and answer sessions re cultural and social differences. Loyalty to institutions and ideas beyond immediate family are also dealt with in History.

### **SMSC in Geography**

British Values are at the core of much of the Year 7 and 8 geography topics. These include the study of rivers and coasts, weather and climate, economic activity and increasingly with the new CE syllabus transport and industry. Locational knowledge and map skills also include a solid understanding of a variety of British places some of which include basic historical facts. Most lessons throughout the school have elements of spiritual, moral, social and cultural development through the use of websites, BBC Newsround, weekly newspapers and links to PSHE lessons.

### **SMSC in RS**

Although King's House is a school whose values are based on Christian principle, the studying of Religious Studies is aimed at building up the children's understanding not only of Christianity but also of the other main world faiths. This runs through from Reception, where although the children do not study RS as a discrete subject they learn about Divali, the Hindu festival of light, through to Year 8 where a key component of the Common Entrance syllabus is the study of World



Religions. All main world religions are studied during their time at the school – Buddhism, Christianity, Islam, Judaism and Sikhism. During their time in the SD the pupils are taken on visits to places of worship for different religions.

On top of this, Religious Studies is a subject which promotes discussion and exchange of ideas and encourages the children to think about their role in the world and right and wrong.

### **SMSC in PSHE**

PSHE provides concrete evidence of the school's provision in promoting pupils' behaviour and safety and their SMSC development. Provision is evident within our schemes of work. This is achieved through teaching children to develop and maintain relationships, lead healthy lifestyles, develop personal identity, appreciate diversity and manage risk, in conjunction with many other aspects.

### **SMSC in Latin**

There are many opportunities in Latin to focus on spiritual, moral, social and cultural aspects. Roman life and history are a big part of the Common Entrance syllabus and the following are a range of topics in which SMSC is covered:

#### Spiritual

- Death and burial: Roman beliefs about life after death
- State worship and Roman/Greek mythology
- Superstition

#### Social

- The town of Pompeii
- The forum and business
- Baths

#### Moral

- Theatre: themes in tragedy
- Slaves and freedmen
- Gladiatorial shows
- Education

#### Cultural

- The house and family
- Daily life
- Theatre
- Education

### **SMSC in Modern Languages**

In Modern Languages (French, Spanish and Italian) the children not only learn the language but also learn about different cultures and societies around the world. The pupils look at both the differences and similarities between our culture and society here in Britain and these countries



from around the world. This might include topics such as school life, daily routine, food and holidays and festivals. Religious festivals such as Christmas, Easter and Epiphany are also covered in the scheme of work. The Tricolore Total French text books that we use also embrace multiculturalism and help the pupils learn about various French speaking countries from Martinique in the Caribbean to Senegal in West Africa. In the French I classroom there is a permanent display highlighting numerous French speaking countries around the world. This is all designed to encourage respect of the ideas and cultures of other people.

### **SMSC in DT**

SMSC is promoted in Design and Technology in a number of ways at the School. Pupils are encouraged to work independently and in groups where appropriate. They are encouraged to develop their thinking skills, and explore the wider world around them. Existing products are often analysed and pupils are taught how to reflect upon what they find, with an open mind in order to inspire their design ideas and understand how to meet the needs of those other than themselves. In addition to this, materials used in Design and Technology lessons are often sourced sustainably and the pupils are made aware of this, and what it means to the world we live in. Some projects are also based on real life problems that encompass the very emphasis of SMSC, such as the Sustainable Packaging project taught in year 7 where pupils are faced with the dilemma of packaging an Easter egg and pupils are often asked to design for specific groups or needs of potential customers.

### **SMSC in Drama**

A huge amount of human communication is carried out non-verbally. Drama aids the development of key skills such as the imaginative enjoyment of the pupil's intellectual, emotional and physical capacities. This enables each pupil to embrace new perceptions and new understanding. Drama aids concentration, confidence and co-operation right across the curriculum. Spiritual education is at the height of importance within the Drama department. The premise of Drama is to inspire pupils; to develop confidence; and to develop their understanding of themselves/others. All schemes of work are designed to develop spiritual, moral, social and cultural development. Pupils develop the skills to understand other viewpoints, to develop and sustain arguments and to view situations from a variety of perspectives. The physical aspect of drama will assist a pupil's non-verbal expression. Elements such as place, time and perceptions of relationships are cultivated through drama. A pupil's spatial awareness is also developed. Drama is a co-operative activity. It allows demanding pupils to understand the effect of their behaviour on other pupils. It also provides a valuable experience in working with others in order to achieve specific goals. Drama

activities allow pupils to value the importance of taking turns and listening to others. Drama allows pupils to develop their key skills in areas such as communication, working with others and problem solving. Another important aspect of drama is the opportunity to explore choice and the consequences of choice. It also explores the nature and types of conflict and the effect of conflict on others. It gives the opportunity for self-expression and self-realisation.

### **SMSC in Art**

Art is taught from earliest stages of the School's education and aims to enhance the creative, critical, technical and expressive skills of the pupils. The art curriculum is varied and encompasses works and movements from a range of cultures, genders and historical periods. Craft, street art and other "everyday" forms of artistic expression are also seen as an equally valuable part of the curriculum. This variety allows pupils to appreciate the experiences and viewpoints of others as well giving insights and appreciation of different perspectives and cultures. At its' core, art is about communication and the teaching of it supports emotional literacy and intelligence. Many pupils who struggle to express themselves in written work thrive in the immediate and visual nature of art. Art fosters self esteem and expression. The creative nature of art also fosters critical evaluation skills- pupils are constantly problem solving and thinking of innovative responses in their work. In group work, they work collaboratively to achieve a shared goal. Reflection is a key component and pupils are encouraged to critically reflect on their own practice as well as that of their peers. They learn to give constructive feedback to classmates and neutrally evaluate their own work.. Art does not always go according to plan, sometimes a pot will explode in the kiln or ink will spill and this practice of reflection helps deepen pupils' resilience in the face of disappointment. Art allows pupils to explore morally complex ideas such as the value of graffiti, the ethics of artist outsourcing production and capitalisms influence artists and the artworld and using rare or precious resources in artworks. The very nature of art makes it an ideal subject to safely explore spiritual, moral, social and cultural themes.

### **SMSC in Music**

Music is taught as a subject from the start of a pupil's education at the School. Pupils are encouraged to sing and play instruments, and are given opportunities to perform from their early years upwards. Performance is key to building their self-confidence and their self-esteem. In Music the pupils are also taught to listen to music from around the world and to appreciate what it offers.

This all promotes an understanding of the need to respect music and other ideas from different cultures.

## **SMSC in the Computing Curriculum**

The Department aims to promote spiritual, moral, social and cultural development in a range of topic areas, and learning methods are often creative, collaborative and reflective (involving written or verbal evaluations). In theory work, pupils' reasoning skills are tested with challenging questions which encourage them to think about explanations and consequences.

Computing teaches pupils how to communicate effectively and safely, thereby promoting the sharing of views and ideas. Pupils are able to apply their Computing skills and knowledge to the wider curriculum and acknowledge links between subjects. Pupils are given many opportunities for guided internet research, and the ease of access to information promotes enjoyment of learning. The E-Safety content of the curriculum includes guidance on how to behave online, encourages pupils to be respectful of other people, and gives them confidence to deal with cyber bullying or any other concerns they may have.

The Computing curriculum provides scope for pupils to be creative and a number of artistic topics are included at regular intervals and more scientific-based topics such as programming allow pupils to be creative by extending their ideas and exploring alternative methods. They are made aware of the Digital Divide and therefore learn to appreciate the different cultural, spiritual and religious views towards the use of digital technology.

Various Computing laws are studied, such as the Data Protection Act and pupils are taught to respect intellectual property, understand "plagiarism" and acknowledge sources. They are also taught to be critical of what they read and understand bias.

## **SMSC in PE & Games**

There are huge opportunities for pupils to develop their SMSC understanding through PE and Games:

### Spiritual

- Explore, creativity through gymnastic routines,
- Creating new games to develop their own learning.
- Opportunities to assess both themselves as well as their peers.
- Encouraging discovery learning to allow pupils to develop their own thoughts, ideas and concerns.

- A staff wide approach to communicating to pupils about their development to help them think deeper about their own learning.

### Moral

- Promote fair play and team work above all else
- Always encourage good sportsmanship
- Promote trust with peers through teamwork
- Rewarding good behaviour

### Social

- Creating a sense of community and encouraging pupils to help their peers to develop as well as themselves.
- Respecting and understanding different personalities within a team.
- Rule of 3 coaching to encourage more social interaction between pupils to problem solve (“Rule of 3” – Step 1. give the group a chance to rectify errors within games. Step 2. Stop the game and allow pupils to talk about how to improve. Step 3. Teacher intervention).
- Use of Sports Leaders (Captains of sports, sport monitors etc).

### Culture

- Respecting and understanding cultural differences within a team environment.
- Use of assemblies to promote high profile figures who promote cultural understanding.
- Biannual overseas sports tours where pupils get a chance to experience other cultures and meet children from different backgrounds.

## **Evidence of SMSC and Fundamental British Values at King’s House School**

Evidence of SMSC and FBV at King’s House can be seen in the following:

- Assemblies – see the Assemblies Log for both the JD and SD.
- School Policies – Pupil Behaviour, Anti-Bullying, Learning Support, Equality and Disability.
- The Pupil Code of Conduct.
- Schemes of Work – as indicated by the subjects above.
- Subject Evidence folders.
- School Newsletters – highlighting outings, trips and achievements.

## SCHEDULE OF POLICY UPDATES

Date	Change	
<b>12/2014 Reviewed again and referred to FGB for approval</b>		
12/2014	Replace the heading “School Councils” with “Pupil Voice”.	Page 3 – now Annex A
	It was agreed to focus on how the School consults with pupils in an age-appropriate way, through assemblies, well-being surveys, PHSEE, form-time and other channels.	Page 3 – now Annex A
<b>04/2014 Changes made following review by A Churcher and reviewed by SMT</b>		
05/2015	Changing of PHSEE to documents	
	Addition of SMSC statement within the PSHEE policy.	Page 3
	Addition of the line about a pupil voice folder being collated	Page 11
	Addition on inclusion of economic education	Page 5
06/2015	Inclusion of the school’s statement on SMSC including the promotion of fundamental British values as Annex B	Page 13
01/18	In light of ISI inspections pupil voice folder updated in Annex A	Page 11/12
	Update of schemes of work across all departments.	6-9
2/18	Added in SMSC for PE	18-19
12/2018	Added statement non-segregated, non-gender-specific careers advice.	Page 2
11/2020	Removal of wording/insertion of a new careers section to highlight the school’s provision of career’s guidance	Page 6
5/2022	Reference to RSE requirements. Amendments to EYFS provision following the Think Equal Programme. Updates to the SMSC section giving examples of how SMSC is reflected in each subject.	
6/2022	Inclusion of a section setting out the School’s aims of PSHE. Inclusion of a section giving more detail on Entitlement and Equality of Opportunity	
2/2023	Changes made throughout (boys replaced with pupils where relevant) to reflect the co-ed nature of the school.	