



# **R.E.A.L. Education Limited**

## **PSHE, SMSC and Citizenship Policy**

**(R.E.A.L. Education Ltd.)  
(R.E.A.L. Independent Schools, Hinckley)  
(R.E.A.L. Independent Schools, Mansfield)**

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## 1. Rationale

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The rationale of the Personal, Social, Health and Economic (PSHE), Social, Moral, Spiritual and Cultural (SMSC) and Citizenship is to provide with the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

We recognise that this curriculum plays a significant part in students' ability to achieve and learn and prepares them for the opportunities, responsibilities, cultural capital and experience of adult life.

When taught well this curriculum enables students to achieve their academic potential and leave school equipped with skills they will need throughout later life.

We recognise that PSHE education helps students to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

## 2. Aims of PSHE, SMSC and Citizenship Education at R.E.A.L Independent School

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Our mission statement reflects what we hope to achieve in PSHE, SMSC and Citizenship.

We want our learners to develop self- awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing and manage their finances

We want our learners to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future



- decide on values by which they want to live their lives
- distinguish between right and wrong
- identify, reflect on and explore experiences
- discuss moral issues and develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures

### **3. How SMSC is developed at R.E.A.L Education and its schools**

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As a school we aim to develop SMSC through the whole school curriculum, our PSHE curriculum, extra-curricular activities, small group meetings, 1:1 specialist intervention programmes, small group delivery and the School Code of Conduct and Behaviour Policy. Through our unique approaches to learning at R.E.A.L we provide:

- A stimulating, experienced based curriculum that is meaningful, appropriate and relevant to our students' lives, enabling them to maintain progress and reach their full potential as British Citizens
- A safe and secure learning environment
- A consistent approach to the delivery of SMSC development through the curriculum and the overall life of the school
- Close liaison and working partnerships with parents/carers and other service providers
- Adults who are good role models and promote expected behaviour, treating everyone as unique and valuable individuals and show respect for students and their families

### **4. Spiritual Development**

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R.E.A.L supports the process of acquiring positive personal beliefs and values as an active basis for personal and social behaviour.

R.E.A.L Education and it's schools will provide opportunities for students to:

- Use their imagination and creativity in their learning
- Gain an understanding of feelings and emotions and their likely impact
- Explore beliefs, religious or otherwise, and respect for different people's beliefs and values
- Experience moments of stillness and reflection
- Reflect on, consider and celebrate the wonders and mysteries of life
- Develop curiosity in their learning



- Foster an enjoyment and fascination in learning about themselves, others and the world around them
- Prepare themselves for the challenges of independent living

## 5. Moral Development

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R.E.A.L encourages students to develop fundamental precepts about behaviour and develop the skills and confidence to make decisions, whilst respecting the thinking of others with regards to life and the universe.

R.E.A.L Education and it's schools will provide opportunities for students to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Take initiative and act responsibly with consideration for others
- Make appropriate and informed decisions and choices
- Show respect for the environment
- Manage their own behaviour
- Develop and apply an understanding of right and wrong in their school life and life outside school
- Understand the consequence of their actions
- Help others and feel valued as citizens

## 6. Social Development

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Through social development students acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community.

Students are encouraged to identify themselves as members of the community. This involves an increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. Both the formal curriculum and wider-curricular activities promote teamwork and cooperation. The development of social skills is monitored both formally in assessments, and informally, through pastoral interactions.

R.E.A.L Education and it's schools will provide opportunities for students to:

- Develop a positive self-image and an awareness of their rights and responsibilities
- Learn to be effective communicators (including the use of augmentative systems where appropriate)



- Help others in school and the wider community
- Develop personal qualities valued in society e.g. honesty, consideration, independence and self-respect
- Exercise leadership and responsibility
- Form and maintain worthwhile and satisfying relationships
- Take part in a range of activities requiring social skills

## 7. Cultural Development

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Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The school reinforces the values and customs of society as a whole and celebrates diversity and multiculturalism. The cultural influences of home, community and religion are explored in order to extend the students' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the students' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

## 8. SMSC Curriculum Opportunities

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R.E.A.L Education and it's schools will provide opportunities for students to:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Extend their cultural awareness through visits and residential trips
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school
- Be active and positive members of the community via voluntary work, community spirit projects and fundraising activities

## 9. PSHE Curriculum Content

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Every learner follows core themes and covers a range of topics that are delivered in an age-appropriate way and can help prepare learners for the opportunities, responsibilities and experiences



of adult life.

Our Programme of Study is based on six spiral core themes. These are:

Core theme 1: Rights and Responsibilities and British Values

Core theme 2: Life Beyond School

Core theme 3: Celebrating Differences

Core theme 4: Health and Wellbeing

Core theme 5: Relationships and Sex Education

Core theme 6: Staying Safe On and Offline

A range of topics are explored and as learners progress through the key stages topics are covered in more depth. This spiral approach enables learners to expand on their knowledge and improve their skill level.

Examples of topics covered across the core themes are:

**Core theme 1:** Politics, Parliament, Combating Extremism and Terrorism, Radicalisation, Counter Terrorism, Exploring British Values, Law making in the UK, Reform and Punishment, making decisions and making priorities, human rights, LGTB Rights, Critical Thinking and Fake

News.

**Core theme 2:** Life Beyond School, Managing Change, Proud to be Me, Essential Life Skills, Rights and Responsibilities and Your Future, Employment Rights, Failure and Success, Financial Management, Employability Skills, LMI, Transition and Careers and Your Future.

**Core theme 3:** Celebrating Diversity and Equality, Celebrating Differences, LGBTQ, Exploring the World, multicultural Britain, Identity, Challenging Homophobia, LGBT, Women's Rights and Equality, Aid and Supporting Other Countries.

**Core theme 4:** Relationships and Sex Education, Friendships, Respect and Relationships, Sex, the law and Consent, Exploring Relationships and Sex Education and Sexual Health, Boundaries, Pressure and Influence, Contraception, Sexual Harrassment and Stalking, FGM, Sexting, Sexualisation.

**Core theme 5:** Puberty and Body Development, Physical Health and Mental Well being, Body Confidence, Adult Health and Wellbeing, Consent, Friendships, Pressure and Influence, Friendships, Sexual Orientation, Gender Identity, healthy relationships, Sexual Consent and the Law, Relationships and Partners, Sexting, Domestic Abuse and Violence.



**Core theme 6:** Keeping Data Safe, Legal and Illegal Drugs, Staying Safe, Violence Crimes, Forced Marriages, Seeking Safety, Honour Based Violence, Preventing Knife Crime, Modern Day Slavery, Gambling, Drugs Substance and Addiction.

Although Citizenship Education plays a part of the National Curriculum from KS3, aspects of our PSHE work with our KS2 learners also includes Citizenship Education due to its importance and relevance to our learners.

### **10. Method of delivery of PSHE and Citizenship**

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Due to the complex needs of our learners we actively promote the delivery of PSHE and Citizenship education throughout the academic week and ensure that it is reinforced where appropriate in other curriculum subjects and during any social times. We are therefore able to respond to individual needs as they arise.

The curriculum is delivered in an engaging and creative way to ensure access to all learners. We use a combination of formal and informal approaches and regularly invite outside and partner organisations to come and deliver workshops to our learners. We regularly provide 'Learning for Life' days throughout the academic year in line with our PSHE calendar and national awareness days and 'incidental opportunities' which are shared with staff and learners.

### **11. Accreditation in PSHE and Citizenship**

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As part of our curriculum offered at Key Stage 4 and 5 curriculum, learners have the option of choosing AIM Awards appropriate to their needs and ability levels.

### **12. Assessing, recording, reporting and monitoring learners' progress**

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We will ensure that assessment opportunities are built into the PSHE and Citizenship programme and that PSHE and Citizenship is assessed on skills and attributes as well as knowledge. Regular assessment opportunities will be provided to enable learners to reflect on their work and learning including photographs, class displays and books.





Learners on pathways one and two record evidence on Evidence for Learning and for learners on pathways 2 and 4 in books.

When teaching PSHE and Citizenship, tutors take into account the targets set in each Individual Curriculum Intent Form (ICIP).

The ICIP provides a firm foundation to monitor learners' targets in Personal Development/ Well Being, Numeracy and Literacy, Attendance/ Behaviour which are supported by a learners EHCP and Preparation for Adulthood outcomes.

These targets are reviewed every half term by the learning manager and shared with tutors and recorded and monitored through the R.E.A.L Progression and PSHE Framework on EFL.

We ensure that parents and carers are provided with feedback and information about pupils' learning in PSHE and Citizenship.

The curriculum will be quality assured in a variety of ways including learning walks, safeguarding drop ins, lesson observations, planning, work scrutinies and curriculum reviews. This will be done as part of the schools' ongoing QA cycle by the SLT and PSHE Lead.

### **13. Learner Voice**

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We develop PSHE and Citizenship through various activities and whole school events and have an active school council. Learner Voice Meetings are locality based and take place on a termly basis and actions are displayed on each site and hub and shared appropriately.

### **14. Counselling Service**

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We further support our PSHE programme by delivering an in-house counselling service for learners. This service offers one to one confidential counselling to any learners who might benefit from additional emotional support. This service is offered by a fully qualified counsellor and registered member of the BACP (British Association for Counselling and Psychotherapy).

Learning Managers are able to refer to this service (Enhanced Support Programme) with permission of



the learner. It has been a crucial addition to our organisation as it has often prepared some learners for the more intensive CAMHs input they require. Without our counselling service, many children have refused CAMHs either due to bad experiences in the past, the stigma attached to CAMHS or because they find it hard to trust other professionals.

## **15. Roles and Responsibilities**

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### **Head of Personal Development**

The Head of Personal Development is responsible for PSHE, Citizenship, RSE, work related education, careers, enrichment and for managing requests to withdraw pupils from sex education.

The Head of Personal Development will work alongside Heads of Area to provide regular access to training and development to ensure that staff are confident in their subject knowledge and deliver topics appropriate to each learner's needs.

### **The Heads of Area**

The Heads of Area and Senior Leadership Team are responsible for quality assuring the PSHE and Citizenship curriculum and ensuring that the breadth and depth of the curriculum is covered in an age appropriate way.

### **The Governing Body**

The R.E.A.L. Leadership Team and Governing Body will approve the PSHE and Citizenship policy, and hold the Senior Leadership to account for its implementation.

### **Subject Lead**

The planning and coordination of the teaching in PSHE and Citizenship across the key stages is the responsibility of the PSHE Lead who supports colleagues in their teaching, by keeping informed of current developments in their subject and uses specifically allocated, regular management time to review evidence of learners work and to observe PSHE and Citizenship lessons across the school and provide training as appropriate.

### **Learners**

Learners are expected to participate at their own level of engagement in PSHE and Citizenship and, when discussing issues, treat others with respect and sensitivity.



Where appropriate and upon request of the learning manager learners have access to a range of intervention programmes which are highlighted on the Provision Map.

**Delivery staff are responsible for:**

- Delivering PSHE and Citizenship education in a sensitive way
- Differentiating and personalising delivery to the needs of the individual
- Modelling positive attitudes to PSHE and Citizenship
- Monitoring and tracking of progress
- Responding to the needs of individual learners and issues as they arise
- Take responsibility to attend regular CPD to ensure they are confident and have up to date knowledge and understanding

## **16. Equalities**

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Provision for PSHE and Citizenship is in line with all of our policies and national guidance. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes. They are monitored annually to ensure that sensitivity.

## **17. Parental and Community Involvement**

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Parents are invited to join in events in R.E.A.L Independent School, including group workshops on relevant themes. Parents are regularly informed of events and activities through our learning managers and liaise closely with them. We also have an established Parents' Group that works in collaboration across our organisation. Working with parents is a vital part of the whole R.E.A.L approach to PSHE and Citizenship as this often provides further benefits for the learner.

We have strong links to local businesses and councillors, as part of the work in Citizenship and run a Employer Partnership Programme.

R.E.A.L Independent school believes that the partnership with parents and the community enables us to receive specialist support, provide real life experiences for learners and prepare them more fully for life after R.E.A.L Independent School.

## **18. Confidentiality, Safeguarding and Child Protection**

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Everyone involved in PSHE and Citizenship will be clear about the boundaries of their legal and



professional roles and responsibilities. Teachers will discuss confidentiality with learners through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality and will report concerns or suspicions to the Designated Safeguarding Lead as outlined in the Safeguarding Policy.

### **19. Policy Review**

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This policy will be reviewed by SLT annually. At every review, the policy will be approved by The R.E.A.L. Leadership Team and Board of Governors.

### **20. Links to Other policies/Curriculum Intent Documents**

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This policy links directly to other R.E.A.L Independent School policies, these are:

- Relationships and Sex Education Policy
- Policy for the Management of Behaviour
- Anti Bullying Policy
- E-safety Policy
- Prevent Policy
- Equalities Policy
- Safeguarding