Maiden Erlegh Trust
PROVISION FOR PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL (PSMSC) EDUCATION

MAIDEN ERLEGH SCHOOL

Good Practice Document

Initial approval:	June 2021
Review frequency:	Every 3 years
Date(s) reviewed:	

Contents

This document should be read in conjunction with each school's:

- Relationships and Sex Education Policy
- MET Equality Policy
- PSMSC information on the school website
- Curriculum page on the school website
- Continuous Improvement Strategy

Curriculum Vision

Maiden Erlegh Trust recognises that PSMSC **(Annex 1)** education is a fundamental part of our curriculum (academic and pastoral) work.

It is our aim that learners will gain knowledge, skills and understanding so that they:

- Develop into positive local, national and global citizens, with good character.
- Understand, accept, embrace and celebrate different faiths, cultures, abilities/disabilities, genders and backgrounds.
- Can keep themselves and others safe and healthy (including online).
- Know and understand Fundamental British Values, and why they are important.
- Are prepared for the next steps in their education and training, the world of work.
- Are prepared for adulthood and life in Modern Britain.
- Understand the importance of preserving the environment and how to pay their part.
- Develop resilience and a positive sense of self-worth.
- Can discern between fact, opinion and lie.
- Listen, collaborate and debate effectively and respectfully.
- Develop a range of communication skills e.g. written, oral presentation, digital.
- Grow as effective and self-managing learners
- Understand the importance of shared values and community participation.
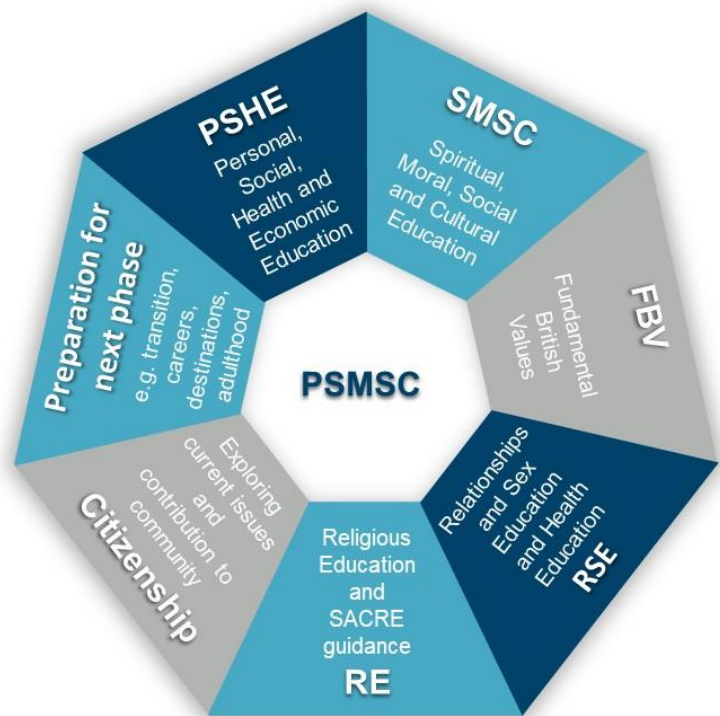
The cooperation and partnership with parents and the wider community is essential if we are to contribute effectively to the development of learners' PSMSC knowledge and understanding. We are therefore committed to working closely with them whenever possible.

Curriculum Intent

All learners should have access to an appropriate PSMSC curriculum for their age, stage and cognitive ability as part of their main provision. This includes learners who are educated off site (partially or fully) and subject to statutory right of withdrawal.

Our PSMSC provision is compliant with national guidelines and recommendations:

- Personal, Social, Health and Economic Education (PSHE)
- Personal, spiritual, moral, social and cultural (PSMSC) and Fundamental British Values (FBV)
- Relationships and Sex Education (RSE) **(Annex 2)**
- Religious Education (RE) – National Curriculum Guidance and local SACRE Guidance **(Annex 3)**
- Citizenship
- Careers and Employability Education **(Annex 4)**

It also provides for coverage of local and contextual themes, as well as any current issues (e.g. elections).

It is delivered primarily through our PSMSC sessions, but also through:

- The subject curriculum
- Assemblies
- Extra-ordinary sessions for cohorts

In addition, there are opportunities in all schools for the curricular enrichment of PSMSC e.g. sports, performing and visual arts, debating, Young Magistrates, Duke of Edinburgh, work experience (depending on the setting).

Furthermore, there are a range of pupil/student voice and leadership opportunities in each setting, which provides opportunities for democracy in practice and to develop soft-employability skills and self-esteem.

Roles and Responsibilities

All teachers are teachers of PSMSC, but occasionally expertise can be brought in from outside e.g. visiting speakers, drama companies. Given its importance, the Trust has appointed a lead person responsible for the local design and delivery of PSMSC in each school. The quality of content and design are overseen by the Trust's School Improvement Team **(Annex 5).**

Curriculum Design

Across the Trust, the PSMSC curriculum has a "spiral" design to ensure that themes are revisited and developed as learners grow up.

Topics for learners in mainstream and special schools are grouped into 6 core themes:

- Emotional Wellbeing
- Citizenship and Community
- Careers, Work Experience and Work-Related Learning
- Fundamental British Values
- Personal Health and Relationships (physical, mental and sexual health)
- Risk and Safety

In Alternative Provision, there are 3 core themes:

- Core theme 1: health and wellbeing
- Core theme 2: relationships
- Core theme 3: living in the wider world

Each school's PSMSC provision **(Annex 6)** is slightly different which is appropriate for its learners (**Table 1**).

ELEMENT	MES	MER	MECE	GHPS	HS	CC
SMSC	Academic curriculum e.g. Science		Academic curriculum	Academic curriculum	Academic curriculum	Academic curriculum
PSHE	Tutor programme on a Friday		Timetabled PSMC lessons	Theme days	Timetabled PSMSC lessons	Timetabled PSMSC lessons including P4W (Preparation for Work); PHTL (Preparing for a Healthy Lifestyle) and F/Aware
RSE & Health Education	Theme days Assemblies Extra-curricular activities		Theme days Assemblies	Assemblies Extra-curricular activities		

Religious Education	Academic Curriculum e.g. Religion & Philosophy	Academic Curriculum e.g. Religious Studies	Extra-curricular activities			(Financial Awareness)
PROVIDER	Bespoke programme developed by the secondary schools			Jigsaw Primary	Jigsaw Secondary	Bespoke programme developed by the college

Table 1: MET PSMSC Provision

The Jigsaw package of learning at both primary and secondary level can be aligned to the MET core themes. **(Table 2)**

MET Core themes	Jigsaw Puzzles
Emotional Wellbeing	Relationships
Citizenship and Community	Celebrating difference
Careers, Work Experience and Work-Related Learning	Dreams and Goals
Fundamental British Values	Being me in my world
Personal Health and Relationships (physical, mental and sexual health)	Changing Me
Risk and Safety	Healthy Me

Table 2: MET Core Themes v Jigsaw Puzzles

All pastoral staff who work within the schools have a responsibility to implement the PSMSC programme devised for their year group or phase, and differentiate for the individual needs of their learners.

All academic staff are expected to deliver specific elements of PSMSC where required (e.g. science or RS) and to highlight other opportunities within their lessons to enrich the PSMSC curriculum. Subject leaders have written these opportunities within the schemes of learning.

Each school has a curriculum intent, curriculum overview and centralised resources for teaching **(Annex 6).**

Curriculum Implementation

The main pedagogical choices for the delivery of PSMSC are centred around:

- Quality First Teaching
- "Letting them in on the secret" and Brain-Book-Buddy-Boss (or similar) to develop independence and resilience
- High quality questioning (written and verbal)
- Strategies to support knowledge acquisition and independence (e.g: linked to cognitive load theory)
- The use of clear models of end-products and/or ways of working so that learners are set up to succeed and embed learning
- Collaborative learning and structured discussion
- Assessment for Learning

To support the delivery of these sessions in particular:

1. There will be clear guidance on the Behaviours for Learning for PSMSC sessions e.g: the way people are treated, active listening and how to make a case and disagree respectfully.
2. We will use positive and realistic examples, stimuli and role models for learners to follow.
3. We will provide opportunities for reflection, discussion, advice and support to enable them to set personal goals.

In addition, we will support the development of reading and vocabulary acquisition, as well as the strengthening of cultural capital through:

- The selection of appropriately ambitious and stimulating texts or videos (for use in lessons or enrichment via an online platform such as Google Classroom or Microsoft Teams).
- Guided reading and discourse writing cycle strategies.

Where appropriate, teachers will exploit opportunities to apply their numeracy knowledge and skills, and to explain their mathematical choices.

Assessment of the quality of learning
It is understood that the impact of key elements of PSMSC, especially those linked to personal development and preparation for the future, cannot effectively be assessed whilst the pupil/student is at school.

That said, there will be a clear progression of knowledge and skills which will be developed over time **(Annex 7)** and these will be assessed formatively through strategies such as:

- Mind maps
- Knowledge quizzes
- Problem-solving and case-studies which draw on layers of knowledge and skills
- Oral and written presentations
- Observation of contribution to lessons and group work
- Quality of response to feedback
- Self-/peer-assessment
- Personal Learning Checklist self-review

Any extended writing or oral presentations will be reviewed for spelling, punctuation and grammar relative to learners' age and English targets.

Monitoring PSMSC

The implementation of PSMSC will be monitored using Maiden Erlegh Trust's Continuous Improvement Strategy looking at a range of evidence such as:

- the quality of learning (and thus the impact of curriculum design and teaching) through observation;
- academic outcomes where appropriate e.g: RE;
- report outcomes e.g: for listening, discussion etc;
- learner self-assessment;
- learner feedback and surveys;
- feedback from work experience;
- NEETS and Destination figures;
- cross-Trust moderation activities;
- Trust and external review.

This then enables the PSMSC Lead to report on the impact of PSMSC (against specified aims) through the school evaluation process (December and June).

ANNEX 1: Definition of PSMSC

Personal Development

Personal Development is a lifelong process, in which schools play a part. Personal Development education helps learners 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, empathy and the ability to work with others will help learners to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives and futures in Modern Britain.

Spiritual Development

Spiritual education is the exploration of beliefs, the respectful of faith and faiths, the enjoyment of learning about oneself, others and the world around us, the use of the imagination and creativity, and reflecting on all of the above. Spiritual development includes:
- Exploring values and beliefs, including religious beliefs and the way in which they impact on peoples' lives.
- Accommodating difference and respecting the integrity of individuals, including the tolerance of those with different faiths and beliefs.
- Having the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Feeling happiness, pride, forgiveness and responsibility.
  - Exercising imagination, curiosity, creativity and intuition.
  - Exploring, searching, questioning and engaging.
- Encouraging deeper questioning and giving the learners space for their own thoughts, ideas and concerns.
  - Experiencing order, peace, wonder and calm.
  - Surviving hardship, pain and grief.
  - Empathising with others at times of joy and tragedy.

Moral Development

Moral education is the ability to build a framework of values which regulates their own personal behaviour, thus allowing them to recognise the difference between right and wrong and applying it to their own lives. We aim to help learners understand the expectations of societies shared and agreed values, including democracy, justice and the rule of law and how these change over time. <u>We recognise the need to help our learners balance their right to an opinion with freedom of speech together with respect and tolerance of others' values and beliefs.</u> Moral development includes having:
- The understanding of the concept of right and wrong.
- The opportunity and willingness to reflect and develop their own opinions
- The ability to deal effectively with moral conflict and temptation.
- The understanding that people choose their behaviour and that those choices have consequences.
- The determination to choose wisely with consideration for self and others.
- The understanding of the danger of acting against one's conscience.
- Encourage them to take pride in themselves and their work.
- The ability and willingness to exercise compassion, understanding and forgiveness.

Social Development

Maiden Erlegh Trust aims to develop our learners to have an understanding of the part that they play in the school community and wider society, both now and in the future. They need to be able to appreciate different

points of view, co-operate with others, being able to resolve conflicts, whilst accepting fundamental British values of democracy, the rule of law, liberty, respect and tolerance. Social development includes learning how to:

- Set aside self-interest to work with others for the common good.
- Develop good team working through providing opportunities to co-operate and share.
- Use good manners and courteous behaviour.
- Develop their own self-confidence.
- Show respect and tolerance for others, their opinions, beliefs and customs, especially those from protected groups (Equality Act 2010).
- Negotiate disagreements fairly and compromise willingly when necessary.
- Contribute confidently to the well-being of friendship groups and have a sense of pride in their community.
- Understand and respect British values: democracy, tolerance, individual liberty, mutual respect, rule of law.
- Understand, appropriately express, recognise and respond to emotions in others.

Cultural Development

Cultural education in this area will be typified by learners: showing their appreciation of their own culture and other cultures in their community, Britain and throughout the World and the influence they have. They will take part in cultural opportunities, exploring how we are all the same and how we are different; how we became the way that we are and how we are changing. In order to develop community cohesion and prevent racism then learners need to explore acceptance, understanding, respect and celebration of diversity. Cultural development includes:

- Providing learners with the knowledge of, appreciation and respect of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world.
- A sense of belonging within local, regional, national and international cultures, together with a willingness and ability to celebrate and contribute creatively to these cultures.
- Ensuring learners understand how to operate in the emerging world culture of shared experiences provided by television, travel and the internet.
- Developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature, sport and faith;

ANNEX 2: Relationships and Sex Education (RSE) and Health Education

https://www.maidenerleghschool.co.uk/attachments/download.asp?file=1805&type=pdf

ANNEX 3: Religious Education (RE)

http://www.maidenerleghschool.co.uk/page/?title=Religion+and+Philosophy&pid=97

ANNEX 4: Careers and Employability Education where relevant

https://www.maidenerleghschool.co.uk/page/?title=Careers%2C+Work+Experience+and+Work+Related+Learning&pid=85

ANNEX 5: Roles and Responsibilities

Role and Responsibility	Named Leader
Strategic oversight of MET PSMSC provision	Alison Walker (DOIS) Sara Elliss (DOSCI)
Strategic oversight of school PSMSC provision	NAME

	MES	MER	MECE	GHPS	HS	CC
School Lead	Steph Bendall	Ceri Burns	Emma Bliss	Richard Ferris	Scott Versace	Jane Lias

ANNEX 6: Local PSMSC Provision

Curriculum Intent: http://www.maidenerleghschool.co.uk/page/?title=PSMSC&pid=91

Curriculum Overview: http://www.maidenerleghschool.co.uk/page/?title=PSMSC&pid=91

Curriculum Implementation: See table below.

ELEMENT	MES	MER	MECE	GHPS	HS	CC
SMSC	Academic curriculum Tutor programme on a Friday Theme days Assemblies Extra-curricular activities		Academic curriculum Timetabled PSMC lessons Theme days Assemblies Extra-curricular activities	Academic curriculum Theme days Assemblies Extra-curricular activities	Academic curriculum Timetabled PSMSC lessons	Academic curriculum Timetabled PSMSC lessons including P4W (Preparation for Work); PHTL (Preparing for a Healthy Lifestyle) and F/Aware (Financial Awareness)
PSHE						
RSE & Health Education						
Religious Education	Academic Curriculum e.g. Religion & Philosophy	Academic Curriculum e.g. Religious Studies				
PROVIDER	Bespoke programme developed by the secondary schools			Jigsaw Primary	Jigsaw Secondary	Bespoke programme developed by the college

ANNEX 7: Knowledge Progression Map: Emotional Wellbeing/Relationships

Year	Knowledge
R	• Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry
1	• Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community
2	• Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is
3	• Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children around the world can be different from their own
4	• Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lost a special person or animal • Know that change is a natural part of relationships/friendship • Know that sometimes it is better for a friendship/relationship to end if it is casing negative feelings or is unsafe.
5	• Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a fame online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends
6	• Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve

	- Know that sometimes people can try to gain power or control them - Know some of the dangers of being 'online' - Know how to use technology safely and positively to communicate with their friends and family
7	- Personal strengths - Confidence - Self esteem - Accepting and acting on feedback - Personal circumstances and how these change
8	- Different types of relationships - Relationships in different cultures - Bullying - Abusive relationships - Media v real life - Peer pressure - Consent
9	- Emotional and mental health - Anxiety and depression - Self-harm - Eating disorders - Triggers - Coping strategies
10	- Cosmetic surgery - Male and female body image - Media v real life - Body piercing - Tattoos - Sun lamps
11	- Sex and the media - Consent, respect and boundaries - Pornography - Impact of drugs and alcohol on behaviour - Harassment - Stalking - Faith and beliefs
12	- Healthy relationships - Respect - Ending a relationship - Consent - Sexual assault - Accessing support - Respect for different beliefs - Diversity and equality
13	- Healthy v unhealthy relationships - Manipulation - Coercion - Managing pressure - Accessing support - Abuse and exploitation - Aggression - Stalking - Harassment