



# **DDAT PSHE and SMSC Policy**

## **May 2025**

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# PSHE and SMSC Policy

## 1. Introduction

This policy outlines the expectations for Personal, Social, Health and Economic (PSHE) education and Spiritual, Moral, Social, and Cultural (SMSC) development across the schools within the Trust. It aims to foster flourishing and the holistic development of every child, ensuring they are prepared for life and work in modern Britain, underpinned by the values of dignity, respect, inclusivity, integrity, courage, excellence and community as informed by our shared Christian ethos and commitment to flourishing together as one community. Our provision for PSHE and SMSC is key to the realisation of our vision that every child and young person embrace “life in all its fullness” John 10:10.

## 2. Vision and Aims

Our Vision for Derby Diocesan Academy Trust is to nurture and empower everyone to reach their fullest potential, supporting each other on this journey. Inspired by the teachings of Jesus Christ, we cultivate a vibrant learning community where children and young people flourish academically, emotionally, and spiritually. Our mission and vision flow from the Church of England’s vision for education, which emphasises the development of wisdom, knowledge, and skills; hope and aspiration; community and living well together; and dignity and respect. Together, as a community rooted in Christian faith and education, we embrace the abundant possibilities of “Life in all its fullness”.

Our vision is therefore to nurture flourishing individuals who grow academically, socially, emotionally, and spiritually. Using the 5 domains of flourishing advocated in the National Society for Education’s *Our Hope for a Flourishing Schools System*, the provision of PSHE and SMSC will ensure that all students:

- Build positive **relationships** with peers, teachers, and the wider community.
- Develop a love of **learning**, both in and outside the classroom.
- Consider their **purpose** in life, with an emphasis on their role as responsible citizens.
- Achieve optimal **wellbeing**, cultivating resilience and healthy mental attitudes.
- Have access to appropriate **resources** that enhance their development, including emotional, spiritual, and physical support.

### Core Values

Our approach to PSHE and SMSC is rooted in the five domains of flourishing:

#### ➤ **Relationships:**

We believe that fostering healthy relationships is at the heart of personal and social development. Through PSHE and SMSC, students will learn how to form and maintain meaningful relationships, demonstrate empathy, and resolve conflicts in a constructive manner. This includes building an understanding of healthy friendships, positive peer influence, and respectful interactions.

- **Learning:**  
PSHE and SMSC provide the foundation for a lifelong love of learning. By integrating spiritual, moral, social and cultural education into everyday teaching, we aim to inspire curiosity, critical thinking, and a sense of purpose in learning. Students will explore issues that affect their lives, which will enable them to make informed decisions and set meaningful goals for the future.
- **Purpose:**  
A key element of PSHE is helping students find their purpose, both in the context of their school life and beyond. We encourage pupils to engage with issues related to social justice, ethical living, and active citizenship. By embedding Christian values of service, compassion, and stewardship, students will gain a deeper sense of their role in society and the world.
- **Wellbeing:**  
Mental, emotional, and physical wellbeing are integral to student success. Our PSHE and SMSC provision will provide opportunities to discuss mental health, resilience, self-care, and stress management. Students will be encouraged to develop a positive self-image, to understand and manage their emotions, and to seek support when needed.
- **Resources:**  
Effective PSHE and SMSC provision relies on the resources available within the school community. These include knowledgeable staff, external partners (e.g., healthcare professionals, youth workers, faith leaders), and a supportive physical and digital environment. The Trust ensures that all schools have the necessary tools to promote personal development in all students.

### 3. Legislation

Documents that inform the Trust's PSHE/SMSC policy include:

- Education Act (2002);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2024);
- Children and Social Work Act (2017);
- DDAT Safeguarding Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019);
- PSHE Association – PSHE Education Programme of Study (Key Stages 2 and 4);
- Good careers guidance: Reaching the Gatsby Benchmarks.
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy

- Inclusion Policy

## 4. Curriculum Overview

The PSHE and SMSC curriculum will cover the following key areas:

- **Personal Development**
  - Self-awareness and self-esteem
  - Managing emotions and relationships
  - Personal hygiene and health education
  - Goal setting and aspirations
- **Social Responsibility**
  - Developing a sense of social justice
  - Understanding diversity and inclusion
  - The role of faith in social responsibility (for Church of England schools)
  - Developing leadership skills and working collaboratively
- **Health and Wellbeing**
  - Emotional health, mental health awareness, and resilience
  - Understanding healthy lifestyles, including physical activity and diet
  - Internet safety and digital wellbeing
- **Citizenship and Ethics**
  - Rights and responsibilities in the community and wider society
  - Exploring moral dilemmas and ethical issues
  - Promoting sustainability and care for the environment
  - Promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs
- **Spiritual Development**
  - Reflection, prayer, and contemplation (for Church of England schools)
  - Developing an understanding of different worldviews
  - Exploring questions of meaning and purpose
  - Developing a sense of awe and wonder
  - Developing empathy, curiosity, and the ability to reflect and pause

- Exploring a sense of self and place within the world and responding to the big questions in life – such as those of life, death, suffering

## 5. Implementation

**Schools - please adapt this section to reflect your PSHE and SMSC implementation**

### PSHE

**Schools to detail their curriculum arrangements for PSHE and SMSC – to include:**

- Curriculum resource e.g. Jigsaw/PSHE association and planning
- Key themes in the curriculum
- Implementation of the curriculum – pedagogy, etc
- Use of visiting speakers
- Space for pupils to ask and have questions answered
- Links to safeguarding and the curriculum as a tool to empower pupils with knowledge about what a healthy relationship is/isn't, peer-on-peer abuse, when appropriate sexual violence and harassment, keeping safe online
- Inclusion – including arrangements and adaptations for pupils with SEND
- Approaches to assessment

### SMSC – Spiritual, Modal, Social and Cultural Education

Section 78 of the Education Act (2002) requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils.

The following elements are constituent parts of SMSC:

**Schools can personalise this table to reflect their provision**

	<b>School provision/activities</b>
<b>Spiritual</b>	Collective Worship/Assemblies, tutor time, school singing practice, spiritual moments of awe/ow/wows/nows, RE
<b>Moral</b>	School social responsibility, Archbishop of York Award, student leadership opportunities, community service, courageous advocacy/justice
<b>Social</b>	Pastoral provision, after-school/lunchtime club provision, residential opportunities, trips and enrichment, house system
<b>Cultural</b>	Music, Art, Drama, Languages and enrichment activities, history and RE curriculum

## 6. Assessment

The impact of PSHE and SMSC education will be monitored through:

- **Regular evaluations** of pupil engagement and wellbeing surveys.
- **Teacher assessments** of personal and social development.

- **Feedback from pupils and parents** to ensure the curriculum meets the needs of the community.
- **Review** of the PSHE and SMSC provision by the SSIO team and sharing of best practice.

## 7. Professional Development

Staff will receive regular training on the delivery of PSHE and SMSC, ensuring they are equipped to address sensitive issues with care, respect, and professionalism. Staff will also be supported to model positive relationships and wellbeing in their own practice.

## 8. Partnership with Parents and the Community

Engaging parents and the wider community in the PSHE and SMSC curriculum is essential. Parents will be kept informed about the curriculum and are encouraged to participate in workshops and discussions. External partnerships with local charities, faith leaders, and healthcare professionals will further enrich the programme. The work of schools to engage with courageous advocacy, the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard, and engaging with change, is one expression of this partnership work in the community, be it local, regional, national or global.

DDAT is committed to fostering the personal, social, and emotional development of every student. By focusing on the five domains of flourishing: **relationships, learning, purpose, wellbeing and resources**, we aim to create well-rounded individuals who are ready to thrive in school and beyond. Our PSHE and SMSC provision ensures that students leave school not only academically equipped but also socially, emotionally, and spiritually prepared for the challenges of the world.