

## **PSHE, RSE & SMSC Policy**



**Should be read in conjunction with Promotion of British Values  
and Prevention of Radicalisation Policy**

<b>UPDATED BY</b>	<b>DATE OF ISSUE</b>	<b>NEXT REVIEW DATE</b>
Senior Deputy Head, Pastoral	August 2021	July 2022

At South Hampstead High School, education of the whole pupil is fundamental to all aspects of our provision. Consideration of the health, happiness and wellbeing of individuals is given in all lessons and activities throughout the school. Education on aspects of a traditional Personal, Social, Health Education (PSHE) syllabus, including citizenship and financial awareness, are delivered in a multitude of ways throughout the school. It is important that pupils understand that topics of personal development are not isolated to a specific lesson each week, but run like threads throughout their time in school and their lives outside of school. The overall objectives of the PSHE programme at South Hampstead are:

- Enhance students' self-awareness, self-esteem, self-confidence, aspiration and happiness
- Equip students with the skills and resilience to cope with life's challenges and the confidence to know when and where to ask for help if they feel they need more support
- Equip students with the knowledge and understanding to make informed life choices on issues that are likely to arise – this includes the areas of physical and mental health, physical safety and online safety, relationships, financial planning and understanding of the legal and political structures of the United Kingdom
- Empower pupils to think deeply, critically and independently about issues for which a 'right' answer may not be immediately obvious
- Encourage pupils to ask questions and seek information to support good decision making and opinion forming
- Help pupils to develop their own moral codes and values and to recognise the consequences of their own (and others') actions
- Inspire pupils to be moral ambassadors, respecting the rights and freedoms of all individuals and understanding the responsibilities of every citizen to play a role in contributing to and upholding the values of a just society

### **Structure / delivery**

The PSHE programme is delivered primarily through weekly lessons on the timetable. In KS3, this programme is called 'Launchpad' and lessons are 70-minutes per week. In KS4 and KS5, the programme is called 'Perspectives'. In KS4, pupils are taught in 35-minute lessons each week and in KS5, teaching is done via form times, assemblies and the speaker programme. All Launchpad and Perspectives lessons are taught by specialist staff who have a particular interest in supporting students outside the academic curriculum and who work together and are trained to deliver the PSHE programme effectively.

Themes and topics in the programme are also delivered in a variety of other ways throughout the school. These include whole-school assemblies, year-group assemblies, lunchtime events, Wellness Week and form-time activities.

Visiting speakers and outside organisations are used, when appropriate, to deliver content and run workshops on specific topics. This helps to vary the programme for students so they get messages from a variety of sources and taps into the expertise of individuals and institutions who do focused work and offer high level of specialised knowledge and experience.

Lessons in the PSHE programme use a variety of teaching methods. Sometimes there is a lot of information to share with students, much of which they may not have encountered before. As much as possible, lessons are designed to allow students to reflect, independently and with each other, to explore their views and how they can use their understanding to best effect. Video clips are used, when they can assist learning, as are some worksheet-type activities, though writing in PSHE is kept to a minimum; task involving writing tend to be those that consolidate thinking or peer conversations into ideas represented on a page. Students may be given hand-outs to keep, in the case of information we think students would like to refer back to or resources they may wish to access.

## **The right learning environment**

PSHE lessons explore topics that are potentially sensitive, sometimes controversial and may touch on areas of students' personal lives unknown to the teacher or their peers. For this reason, it is vital that a secure and supportive learning environment is established. Students need to feel that thoughts or feelings they share within the lesson will be respected and that they can express their opinions without attracting negative feedback.

Teachers of Launchpad and Perspectives lesson remind students regularly of the ground rules for classroom discussions: students must behave respectfully toward each other, not pass on confidential information that is shared and not judge each other for having a different opinion to their own. They also must not 'out' each other if they think something should be shared that hasn't been. Students should never feel under pressure, from the teacher or their peers, to share information they are not comfortable sharing.

In delivering PSHE lessons, teachers must think carefully about discussions that are best left discussed privately between peers and those that should be discussed more openly as a class. Teachers must also judge carefully the degree to which they share their personal views, considering the moral implications of doing so and ensuring that students are well informed so as to form their own opinions.

## **Guidance on handling sensitive and controversial issues**

The law relating to teaching about controversial issues is contained in the Education Act 1996. Section 406 requires school governing bodies, Head Teachers and local authorities to forbid the promotion of partisan political views and to forbid the pursuit of partisan political activities by students under 12. Section 407 requires them to take all reasonably practicable steps to make sure that where political or controversial issues are brought to students' attention, a balanced presentation of opposing views is offered. If anyone thinks that a school is not complying with these requirements, they can make a formal complaint using the complaints procedure.

Sensitive and controversial issues are certain to arise. Students should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion. Indeed, discussion of such issues provides an opportunity for students to learn how to recognise bias by evaluating evidence and the perspective of opinion holders.

Whilst there is a need for teachers to present a balanced view and offer students different perspectives, this should not inhibit teachers taking a clear stand on issues of racism, homophobia and other forms of discrimination as well as extremist views or those supporting violence. The school's values should be upheld in Launchpad and Perspectives lessons, as in any other lessons in the school, and topics should be explored firmly within the context of those values.

## **Guidance on confidentiality**

Students could make personal disclosures, either in class or to individual teachers. For example, they may disclose that they or their friends or relatives are using drugs, are engaging in illegal activity or have been abused. In any of these cases, the school's Safeguarding and Child Protection procedures must be followed.

It may also be necessary, if the disclosure happened in front of the class, to address the class or individuals in the class, specifically on the importance of respecting that student's right to confidentiality so as to head off rumours being spread or that student feeling scrutinised by their peers.

## **Syllabus**

There is an overarching scheme of work, setting out the topics covered and in which year group. This acts as a framework within which each Head of Year plans, in conjunction with the PSHE coordinator, the more detailed lesson plans for their year group. (The overarching SoW is included here; the detailed SoWs, by year group, are on the school network.) Both documents are considered working documents, always being updated and refined. The needs of pupils will change and the environment around them changes. It is vital that PSHE schemes of work are always being reviewed and revised to ensure the best possible provision for pupils in their current and future lives.

Year group schemes of work include detailed lesson guidance; forming a potential lesson plan for a teacher who wanted to use it or providing ideas to those who might like some more autonomy in their delivery. Teachers are encouraged not to stray very far from the plan presented, so as to ensure consistent delivery across the year group.

**PSHE Overview**

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	SIXTH FORM
<b>RELATIONSHIPS</b>						
<b>Friendships and relationships</b>	<p>Buddy prep (1)</p> <p>Changing friendships/making new friends (2)</p> <p>Dealing with friendship issues</p> <p>Avoiding unkind behaviour and cliques (2)</p> <p>Life; overcoming the small stuff (1)</p> <p>Healthy friendships – what do they look like?</p> <p>Is competition healthy amongst friends</p> <p><b>PGL trip</b></p> <p>(physiological aspect of reproduction delivered in Biology)</p>	<p>Changing relationships (1)</p> <p>Am I ready? (1)</p> <p>What makes a family? (1)</p> <p>Assertiveness &amp; toxic relationships (1)</p> <p>Peer pressure/pleasing others (1)</p> <p>(basics of contraception &amp; prevention of STIs introduced in Biology, including instructions to seek advice if any questions)</p>	<p>Making sexual relationships healthy (1)</p> <p>STI's (1) – Consent (1)</p> <p>Sexting (1)</p> <p>different opinions/what's provocative</p> <p>Contraception (1)</p> <p>What's next? (1)</p>	<p>Relationships – the right one? (1)</p> <p>When relationships end/grief (1)</p> <p>Maintaining friendships whilst dating</p> <p>Sexual exploitation (1)</p>	<p>Pornography &amp; expectations (4)</p> <p>Domestic abuse and assertive communication (1)</p>	<p>Getting to know each other</p> <p>Speaker: The RAP Project (on starting at university, Porn)</p>
<b>Dealing with bullying and conflict</b>	Cyber bullying (1)	Resilience (1)	Conflicts at home (1)			
<b>Sexuality and Gender</b>		<p>LGBTQ the facts and acceptance (1)</p> <p>Questioning sexuality/ Crushes – same sex</p>		Sexism and LGBTQ issues & support (4)		<p>LGBTQ issues</p> <p>Gender issues</p> <p>Speaker: Peter Tatchell (LGBTQ activist)</p> <p>Speaker: Rabbi Shumalit Ambalu (female LGBTQ Rabbi)</p> <p>Speaker: Suzie Imber (on being a female space scientist)</p>
<b>HEALTH AND WELLBEING</b>						
<b>Puberty and Sexual health</b>	<p>Puberty; physical and emotional changes (3)</p> <p>(What is affected by the emotional changes?)</p>				<p>Abortion (1)</p> <p>STI's (1)</p> <p>Women's health (1)</p>	<p>Living with HIV</p> <p>Speaker: Emma Cole (living with HIV)</p> <p>Speaker: The RAP Project (on sexual health at university)</p>

<b>Healthy lifestyle</b>		Healthy eating (1) Sleep and exercise (1)	Healthy balance – eating and exercise (1) Sleep (2) Paarul	What is a healthy diet (1)		Healthy lifestyles, healthy eating  Eating disorders  Looking after your health – breast examination, skin cancer
<b>Alcohol, smoking and drugs</b>	Prescription drugs, smoking and alcohol – the basic facts (1)  Peer pressure (1)	A-Z of drugs (1)  Risks of alcohol (1)  Smoking and Vaping (1)	Understanding drugs and county lines (1)  Experimentation and legal highs (1)  Cannabis (1)  Alcohol and Binge drinking (2)	Prescription drugs (1)  Alcohol - Know your limit/role models (1)  Social and emotional risks of drugs, how to say no (1)	Drink and drug trends (1) Synthetic highs (1) Xanax (1)  Staying safe at Festivals (3)	Spiked drinks  Drink driving  Footprint/moral element drugs  Safe festivals  AA addiction  Looking after yourself  Speaker: Peter Hall (on overcoming drug and alcohol abuse)
<b>Mindfulness</b>	Mindfulness (.B delivered in enrichment)			Mindfulness	Using mindfulness/eff effective sleep (1)	Positive psychology  Emotional health  Stress busting
<b>Mental health</b>	What does good mental health look like Emotional barometer  Exams Resilience; learning from failure (1) Cheating (1)  When things go wrong – stress bucket and support networks	Dealing with difficult emotions (1) Depression and anxiety (1)  Mental fitness/staying positive (1) Negative coping strategies (Eating disorders and Self harm) (1)  Teenagers and risks (1) Understanding the teenage brain (1)  Autism and Asperger's	Addiction (1) Reflection and reassurance (1)  Suicide and sources of support (1)  Tackling stigmas (1)  Mental health continuum	OCD and bipolar	Schizophrenia  Understanding mental health conditions	Mental health What is mental health/What are mental health problems? How can we help ourselves / each other?  Anxiety and depression – what's the difference?
<b>Self-esteem and body image</b>	Self-esteem and positive body image (1) Accepting others – self esteem boosting (1)	Body image – be media savvy (1)  Appearance ideals (1)	Self-acceptance and dealing with emotions (2) Gender identity (1)	Self-esteem and resilience (1) Self-talk and compassion (2) Body image and the media (1)		Socialising – freshers' week, festivals  Speaker: Robin Kermode (on looking confident when you don't feel it)
<b>First aid</b>	First aid – looking after yourself (1)	First aid inc recovery position (2)	First aid inc CPR (2)	First aid, parties drinking/drugs (1)	First aid – festivals/ babysitting (1)	

<b>Study skills</b>	Transition to senior school – getting organised (1)  Study skills (2)	Homework (1) Time management (1)	Revision (2) <sup>1</sup>	Transitions – study habits (1)	Preparing for exams (1) Staying in control (1) Maximising potential (1)	
<b>LIVING IN THE WIDER WORLD</b>						
<b>Money matters</b>	Money, society & happiness (2) related to growing independence		Money – Spend or save? (1)	Cards and accounts (1)	Budgeting Bank statements Intro to finance at university (4)	Personal finance workshop
<b>Digital awareness</b>	Internet safety – the basics (1)	Mobile phone etiquette (1) Protecting your digital footprint (1) Sexting (1) What is it and the law Friend or stranger (1)	Digital Awareness (1) Grooming (1)	Cifas – Fraud prevention (1)		Sexting (1)
<b>Staying safe</b>	Getting home safely (1) Personal safety (1)	Travel safety (1)				Being safe online  Speaker: The RAP Project (on staying safe at university)
<b>Current Affairs</b>	Media awareness (1)	Human rights & British law inc FGM (1)  (Compulsory 'Global Issues' enrichment – British democracy and other systems; refugees, human rights and women) (6)	Illegal downloads and ethics (1)  (Compulsory 'Global Issues' enrichment – International Relations) (6)	FGM (2)		Current affairs (adaptable, but e.g. Refugee crisis, elections, forced marriage)  Speaker: Baroness Garden (on political affairs)  Speaker: Danny Dorling (on Brexit)
<b>Diversity and discrimination</b>	Diversity - what can we learn from each other (1) Refugees and asylum seekers (1) Disability (1)	Tackling discrimination (1)  Protected characteristics (1)  Equality and disability (1)		Extremism & radicalisation (5)		Global awareness days: International Peace Day, Black History Month, Intl women's day Challenging extremism  Speaker: Tobi Okeowo (on overcoming race and class prejudice)  Speaker: Zahava Kohn (Holocaust survivor)
<b>Careers and the future</b>		Who am I? – skills for tomorrow (2)	Careers – TYDTW reflection (1)  Careers fair – something different(1)	(Tenner Challenge – Enterprise)	CV writing (1)	Careers and universities Citizenship and volunteering, gap years  Speaker: Sanchia Berg (BBC journalist on future of journalism)

						<p>Speaker: Suzie Imber (on being a female space scientist)</p> <p>Speaker: Tim Webber and Fiona Wilkinshaw (on careers in digital design)</p> <p>Speaker: Baroness Garden (on careers in politics)</p>
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Many themes in PSHE are learned and explored through work done in Academic subjects. Examples are included in the appendix table at the end of this document. The PSHE learning done in Academic subjects is not incidental; it forms a vital and integral part in the whole-school approach to PSHE.

### Monitoring the effectiveness of PSHE

We do not formally assess PSHE through end-of-year examinations or termly testing as we consider that the impact and effectiveness of PSHE is more effectively measured through careful monitoring of:

- The general behaviour and attitudes of students
- Pupil questionnaires and pupil/staff surveys
- Bullying and other behaviour data
- Safeguarding and welfare data
- Regular, informal feedback on and evaluation of the programme by tutors and pupils
- School Council and other pupils focus groups
- Pupil participation in co-curricular and community based activities
- Discussions with relevant staff: e.g. Nurse, School Counsellors, HoYs, DSLs

### Relationship & Sex Education (RSE)

Relationship and Sex Education (RSE) involves learning about the development of healthy relationships (non-romantic and romantic), sex, sexuality and sexual health. We aim to help pupils to acquire knowledge, to develop values and decision-making skills, and to form positive and responsible beliefs and attitudes. For our younger pupils (Launchpad) it is developmental and lays the foundations for further work; for our older pupils it forms an important part of their individual journeys through adolescence to adulthood. We aim to make the RSE curriculum relevant to all our students, regardless of sexual orientation or gender identity. RSE is delivered primarily through the Launchpad and Perspectives programmes, but aspects will also be addressed through curriculum lessons, assemblies, form times and other school activities. Pupils will be encouraged to develop **healthy attitudes and values** by:

- Learning the importance of developing individual values and listening to and valuing one's inner voice
- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships
- Exploring moral dilemmas and developing critical thinking as part of practising decision-making
- Recognising the value of stable and loving relationships for the nurture of children, understanding that there are different types of families that can provide a loving environment

Pupils will be encouraged to develop **personal and social skills** by:

- Practising self-respect, empathy and consideration for others
- Learning to manage emotions individually and when relating to others
- Being able to communicate about sexual matters with confidence and dignity and feeling empowered always to have the right to give or not to give consent to sexual activity
- Learning to make choices based on an understanding of difference and with an absence of prejudice e.g. sexism and homophobia
- Understanding how issues of gender and sexuality can have an impact on mental health
- Managing conflict and learning how to recognise and avoid exploitation and abuse

Pupils will be encouraged to develop the **appropriate knowledge and understanding** by:

- Knowing relevant laws and understanding an individual's rights, particularly as it relates to consent
- Learning about physical and mental development at appropriate stages including the effects of puberty and understanding how this may affect decisions and their consequences
- Learning about reproduction, sexuality, sexual orientation, sexual health and emotions
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning about sexually transmitted infections, their transmission and prevention and sources of support

### The RSE Syllabus

<p><b>Friendships and relationships</b></p>	<p>Buddy prep (1)</p> <p>Changing friendships/making new friends (2)</p> <p>Dealing with friendship issues</p> <p>Avoiding unkind behaviour and cliques (2)</p> <p>Life; overcoming the small stuff (1)</p> <p>Healthy friendships – what do they look like? Is competition healthy amongst friends</p> <p><b>PGL trip</b></p> <p>(physiological aspect of reproduction delivered in Biology)</p>	<p>Changing relationships (1)</p> <p>Am I ready? (1)</p> <p>What makes a family? (1)</p> <p>Assertiveness &amp; toxic relationships (1)</p> <p>Peer pressure/pleasing others (1)</p> <p>(basics of contraception &amp; prevention of STIs introduced in Biology, including instructions to seek advice if any questions)</p>	<p>Making sexual relationships healthy (1)</p> <p>STI's (1) – Consent (1)</p> <p>Sexting (1)</p> <p>different opinions/what's provocative</p> <p>Contraception (1)</p> <p>What's next? (1)</p>	<p>Relationships – the right one? (1)</p> <p>When relationships end/grief (1)</p> <p>Maintaining friendships whilst dating</p> <p>Sexual exploitation (1)</p>	<p>Pornography &amp; expectations (4)</p> <p>Domestic abuse and assertive communication (1)</p>	<p>Getting to know each other</p> <p>Speaker: The RAP Project (on starting at university, Porn)</p>
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	(What is affected by the emotional changes?)				Women's health (1)	Speaker: The RAP Project (on sexual health at university)
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Themes relevant to RSE are also explored through some academic curricula. These are outlined in the appendix table at the end of this document.

### Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence; however, teachers can never promise unconditional confidentiality to a pupil. Indeed, if a teacher feels that a pupil is going to tell them something significant, or if a pupil requests in advance that nobody else be told, the member of staff needs to stress to the child that this may not be possible. If a pupil makes a reference to having been involved in under-aged sexual activity or if a pupil indicates that they may have been a victim of abuse, the teacher will take the matter very seriously and report the matter immediately to the Designated Safeguarding Lead.

### Answering Difficult Questions

Sometimes a pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly or immediately, and if a teacher is uncomfortable with the nature of a question, they should decline to answer it at the time or even at all, although a child should never be made to feel uncomfortable for having asked a question. The anonymous writing of questions to be answered at random by the teacher can overcome some of these situations. Teachers should also be aware that, in order to respond to the demands of pupils with specific special educational needs, they may need to plan work in different ways or be more explicit in their explanations.

### Religious Views

As part of the sex education programme issues of contraception, HIV/AIDS and sexuality are addressed. Facts are presented in an objective and balanced way. Pupils will be made aware of the difference between fact, opinion and religious belief.

### The Role of Parents and Guardians

Pupils are encouraged to appreciate the qualities of healthy relationships and family life with an emphasis on respect, care and support. The School is aware that the primary role in children's sex education lies with parents and guardians. We wish to build a positive and supporting relationship with parents/guardians through mutual understanding, trust and co-operation. In promoting this objective we aim to:

- Seek input from parents about the content and delivery of the RSE curriculum
- Answer any questions that parents/guardians may have about the sex education of their child.
- Take seriously any issue that parents raise about the guidance document or the arrangements for RSE in the school.
- Deal with sensitive issues and questions arising from the programme of study and deal with them as honestly as possible.

*We work hard to ensure that our RSE programme is culturally sensitive and appropriate. Under the Children and Social Work Act, parents have the right to withdraw their child from all or part of the formal Sex Education programme, but they are not allowed to opt out of Relationship Education or Health Education (including puberty and menstruation). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the relevant Head of Year, making it clear which aspects of the programme they do not wish their child to participate in. In such cases, parents will be asked to write a letter, formally requesting permission for this to happen. The School will comply with the wishes of parents up to and until three terms before the child's 16<sup>th</sup> birthday (which is generally during Year 11). After that time, the pupil's wishes will determine whether or not they attend RSE lessons. This is in keeping with DfE statutory guidelines. Should a parent wish to remove their child from the sex education programme, that pupil cannot take part in the sex education programme until the request for removal has been cancelled, by parents, in writing or until three terms before the child's 16<sup>th</sup> birthday, at which point the child's wishes will be acted upon.*

*Parents should be aware that issues of reproduction or of a moral and ethical nature may arise from topics in subjects such as Biology and T&R and in these instances, when a discussion takes place within the context of the subject curriculum, it will not be deemed to be part of the RSE programme and it is not, therefore, subject to the parental right of withdrawal.*

## **Spiritual, Moral, Social and Cultural Education**

Many aspects of the PSHE programme support students in the growth of their spiritual, cultural, moral and cultural awareness. However, the development of this aspect of the pupils at South Hampstead happens through many more areas of school life, from assemblies and academic lessons to the broader culture of the school, where democratic process, self-reflection, morality and respect for diversity are inherent in everything we do. Staff are expected to model and embody the SMSC values of the school and weave those values into all their interactions with students.

Launchpad and Perspectives provide specific opportunities for students to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical, political, spiritual, moral, social and cultural issues they develop skills and attributes that promote:

- empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- a willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions; and
- a willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

SHHS promotes **spiritual development** through fostering pupils' awareness and understanding of issues that involve differing beliefs and values in human society. All students take Theology and Religion throughout Key Stage 3 and many choose to continue their studies in Key Stage 4. PSHE helps pupils develop self-knowledge through an exploration of their identity and belonging, their ideals and their commitment to others. As a school we:

- Ensure that in the school environment every child may reach their potential regardless of gender, race, disability, or other equalities issues
- Help pupils to be aware of their potential and support them to achieve it, celebrating success both within and outside the classroom
- Provide opportunities for spiritual development through learning outside the classroom, e.g. drama, music, art, visits to museums, visiting speakers
- Encourage pupils to explore and critically reflect upon what interests and inspires themselves and others
- Provide opportunities for pupils to develop leadership skills and challenge so they can take care of themselves and others, and develop self-reliance

The Theology and Religion department plays an important role in achieving the School's aim to have a caring, respectful and supportive community where all faiths are welcome and their contribution valued. Theology and Religion seeks to foster and supplement this attitude through teaching and learning about the world religions. From the Junior school onwards, and especially from Year 7, an awareness of religious belief, morality and spirituality is emphasised. No girl is ever expected to compromise her own beliefs but is expected to understand and respect the beliefs of others in order to contribute to the school community. Theology and Religion thus delivers a curriculum where pupils learn from and about religion.

Our Jewish Society (JSoc) is one of the most active and well attended societies in the school, organising regular lunchtime speakers from the breadth of the Jewish community and being open to all students. We also have a Christian Society. Muslim pupils are supported in their observance of Ramadan through the provision of a quiet prayer room and an awareness of teachers during the fast.

SHHS promotes **moral development** through helping pupils acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Pupils have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level. As a school we:

- Provide a clear framework of values and behaviours which is promoted consistently throughout the school; these values and behaviours are modelled by the staff
- Give pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities; examples include the PSHE, Theology and Religion, History, English and Latin curricula and the Global Issues compulsory Enrichment module
- Teach pupils about the importance of being a good citizen, within the school community and more broadly within society; this includes providing examples of such citizens through visiting speakers, and other initiatives, such as creating opportunities for pupils to do things for others
- Discuss in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society and themselves

SHHS promotes **social development** through helping pupils acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works, how individuals relate to each other and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills. As a school we:

- Nurture a sense of community
- Encourage pupils to work cooperatively in different group activities and different groupings
- Encourage pupils to take responsibility for their actions, for example, respect for property, care for others
- Encourage pupils to think about each others' perspectives, particularly when conflicts arise
- Help pupils to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for difference and sound moral principles

SHHS promotes **cultural development** through helping pupils understand the nature and role of the different groups to which they belong, learning about the origins and implications of the diversity in society and developing respect for difference. As a school we:

- Teach pupils about the background to the British Democratic system so that they understand the context for British values and contrasting systems throughout the world
- Provide opportunities for pupils to discuss political and ethical issues
- Create and embrace opportunities for pupils to experience and celebrate a variety of cultures
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events
- Provide positive and effective links with the world of work e.g. work shadowing, work experience, and visits from professionals, and the wider community e.g. school visits

All pupils in Year 8 and 9 take nine double lessons each year in Global Issues. Pupils are introduced to a wide range of political, social and economic issues from around the world. The aim is to provide all students with a foundation of knowledge and understanding of the historical context for the British Democratic system as well as to develop an awareness of the experiences of others around the world who live within other cultures and systems.

The content of the Global Issues course is modified regularly, to reflect big international themes. Following is an example of the topics covered in 2017/18:

### **Year 8 – What political, social and economic differences exist around the world?**

1. Britain – political history and system
2. Britain – modern political themes and challenges

3. Britain – place in the world and relationship with other countries
4. Israel/Palestine – Why is the conflict there so hard to solve?
5. Saudi Arabia – Why is it a Western ally?
6. China – Is it the new global superpower?
7. North (South?) Korea – How big a threat to world peace and stability is North Korea?
8. Ireland – Why is the border so contentious and how does Brexit affect Ireland?
9. Columbia – How hopeful is the future there?

### **Year 9 – What challenges do global citizens face?**

1. Human rights – Is the situation improving?
2. The UN – How effective is the world of the United Nations in promoting peace around the world?
3. The USA and its place in the world – Should the USA intervene in other countries' affairs?
4. Modern day slavery – Why is it so difficult to tackle this problem?
5. World environmental policy – What are the problems and benefits of a global approach?
6. Migration – What should the world do (if anything) to help refugees?
7. Stateless people (Kurds, Kashmiris, Palestinians) – Is there any hope for those seeking statehood?
8. Syria – What can be done to solve the conflict there?
9. Turkey – What does the future look like for Turkish citizens?

Themes relevant to SMSC are also explored in some depth through teaching and learning in academic subjects. This is particularly the case in History and Philosophy and Religion lessons. Examples of this can be found in the appendix table at the end of this document. SMSC is a whole-school responsibility and the exploration of these themes throughout the curriculum is an important aspect of the education and community at South Hampstead.

### **Sources of guidance for this policy:**

ISI Handbook 2019

QCA Guidance on PSHE (including RSE)

DfE Guidance on SMSC 2013

DfE Guidance on Mental Health & Behaviour in Schools 2016

DfE Guidance on Promoting Fundamental British Values 2014

DfE Guidance on Relationships Education, Relationships and Sex Education and Health Education 2019

Prevent Duty Guidance 2015

PSHE Association

## Appendix: PSHE, RSE & SMSC themes explored through academic curriculum work

Year Group	Relationships	Health & wellbeing	Living in the wider world
7	Sexuality & gender – “A Midsummer Night’s Dream” (English)	Healthy Lifestyles (PE)	Roman citizenship & the role of women in society (Latin)
		Reproduction (Biology)	Roman Justice System – compared to British (Latin)
		Miscarriages (Biology)	Slavery and Freedom (Latin)
		Diet & health, deficiency diseases (Biology)	Slavery in the 20 <sup>th</sup> / 21 <sup>st</sup> centuries (Latin)
			Attitudes towards women throughout history, inc: <ul style="list-style-type: none"> <li>• Mary I and Elizabeth I</li> <li>• Suffragettes in the 20<sup>th</sup> century (History)</li> </ul>
			Development of law, limits on absolute power and the role of the rule of law as a restraint on kings – Magna Carta (History)
			Politics and international affairs (History)
8	Sexuality & gender – “Romeo & Juliet” (English)	Healthy Lifestyles (PE)	Roman and British education systems (Latin)
		Phineas Gage – mental health (Biology)	Roman politics and elections (Latin)
		Microbial infections and vaccinations (Biology)	Arrival of the Romans in Britain – multiculturalism, trade and immigration (Latin)
		Breathing rate & pulse rate (Biology)	Revolt of Boudica (Latin)
		Smoking & Alcohol (Biology)	Attitudes towards women throughout history, inc: <ul style="list-style-type: none"> <li>• Mary I and Elizabeth I</li> <li>• Suffragettes in the 20<sup>th</sup> century (History)</li> </ul>
		Historical attitudes towards mental health (History)	Development of law, limits on absolute power and the importance of the rule of law as a restraint on kings – The English Civil War (History)
		Physical health, healthy eating and lifestyle (French)	How the British parliamentary system works (History)
			Politics and international affairs (History)
9		Healthy Lifestyles (PE)	Racism (T&R)
		Diet & health, deficiency diseases (Biology)	Genocide (T&R)
			Prejudice (T&R)
			Women in Religion (T&R)
			Multicultural society in Roman Alexandria: trade (Latin)
			Contrasting religious beliefs (Latin)
			Multiculturalism in Roman Britain (Latin)
			Roman Army (Latin)
			Attitudes towards women throughout history, inc: <ul style="list-style-type: none"> <li>• Mary I and Elizabeth I</li> <li>• Suffragettes in the 20<sup>th</sup> century (History)</li> </ul>
			Women getting the right to vote (History)
			Non-democratic systems and the pressure for reform – Russian Revolution (History)
			Politics and international affairs (History)
			Financial History, eg. Wall Street Crash (History)
10	Sexuality & gender – ‘A View From The Bridge’ (English)	Contraception - whether religions agree (T&R)	Crime & Punishment (T&R)
	Bullying (French)	Assisted fertility (T&R)	Gender Roles (T&R)
		Abortion (T&R)	Ethical issues relating to organ donation and transplants (Biology)
		Euthanasia (T&R)	Ethical issues relating to embryo screening, IVF, cloning and vaccination (Biology)
		Healthy Lifestyles (PE)	Environmental ethics and laws re genetically modified organisms, pollution and environmental destruction (Biology)
		Sex Determination (Biology)	Roman Army (Latin)
		Abortion (Biology)	The Jews and the Romans (Latin)
		Phineas Gage – mental health (Biology)	Slavery and Freedom (Latin)

		Benign & malignant tumours (Biology)	The rule of law and foundations of democracy (Classical Greek)
		Breathing rate & pulse rate (Biology)	Freedom of speech – Socrates and The Death of Socrates (Classical Greek)
		Alcohol and effect on synapses (Biology)	Non-democratic systems and the pressure for reform – Nazi Germany, Soviet control of Eastern Europe and collapse of Soviet Union (History)
		Physical health, healthy eating and lifestyle (French)	Human Rights – Nazi Germany (History)
		Diseases inc eye conditions, diabetes, malaria, genetic conditions (Biology)	Politics and international affairs (History)
			Democracy, law and human rights – ‘Macbeth’ (English)
			Democracy, law and human rights – ‘A View From The Bridge’ (English)
11	Sexuality & gender – ‘A View From The Bridge’ (English)	Healthy Lifestyles (PE)	Ethical issues relating to organ donation and transplants (Biology)
	Gender Issues and Equality (French)	Circulatory System conditions (Biology)	Ethical issues relating to embryo screening, IVF, cloning and vaccination (Biology)
		Microbial infections and vaccinations (Biology)	Environmental ethics and laws re genetically modified organisms, pollution and environmental destruction (Biology)
		Mental Health and ill-health (French)	Non-democratic systems and the pressure for reform – Nazi Germany, Soviet control of Eastern Europe and collapse of Soviet Union (History)
		Physical health, healthy eating and lifestyle (French)	Human Rights – Nazi Germany (History)
		Drugs and alcohol – tied in with health topic (French)	Politics and international affairs (History)
			Democracy, law and human rights – ‘Macbeth’ (English)
			Democracy, law and human rights – ‘A View From The Bridge’ (English)
12	Polyamorous relationships (T&R)	Abortion (T&R)	Animal experimentation (T&R)
	Homosexuality (T&R)	Euthanasia (T&R)	Nuclear weapons (T&R)
		Healthy Lifestyles (PE)	Trade in the British Empire (History)
			Politics and international affairs (History)
			Freedom of expressions and media (French)
			Politics and international affairs (French)
13		Healthy Lifestyles (PE)	Trade in the British Empire (History)
			Politics and international affairs (History)
			Politics and international affairs (French)