



DDAT PSHE and SMSC Policy

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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

At St Chad's, our approach to PSHE and SMSC is intentionally relational, emotionally literate, and spiritually rich. It is interwoven through every aspect of school life, ensuring all children feel safe, seen, supported and valued. Our practice is rooted in Christian values and trauma-informed pedagogy, enabling children to develop socially, emotionally, and spiritually in a nurturing and inclusive environment.

PSHE

We use the *PSHE Matters* scheme, taught weekly, which addresses three core strands:

- **Health and Wellbeing** – Including emotional awareness, naming and managing feelings, the hand model of the brain, and the Zones of Regulation.
- **Relationships** – Teaching empathy, kindness, respect and diversity through our 'LOVE Promise' and the school's core Christian values of love, friendship, compassion and respect.
- **Living in the Wider World** – Helping children understand rights, responsibilities, and environmental stewardship.

From the Early Years, children are taught emotional vocabulary through *The Colour Monster*, with further development in KS1 using curated texts, puppets (Gary the Guard Dog and Olive the Owl), and emotion coaching. Children learn how to co-regulate, express feelings safely, and understand how the brain affects behaviour. These principles are modelled by adults through our *Relational Behaviour Policy*, which draws on neuroscience and attachment theory.

Our behaviour curriculum aligns with PSHE delivery and incorporates daily check-ins, regulation stations, and the use of shared language and visual cues. Children learn that "every emotion is welcome, but not every behaviour is," and are supported through restorative conversations and relational repair.

We use the *NSPCC Speak Out. Stay Safe.* programme to help children understand their rights, recognise unsafe situations, and learn how to get help. Children are taught that they all have the right to feel safe, to speak out, and to be listened to. These messages are reinforced regularly in Collective Worship, assemblies, and across the wider curriculum.

Children also learn how to stay safe in a digital world. Age-appropriate online safety lessons are taught throughout the year, helping children to:

- Recognise the difference between safe and unsafe online content
 - Understand how screen time affects wellbeing
 - Know what to do if something online makes them feel uncomfortable or worried
- This work is supported by regular parent communications and whole-school events such as Safer Internet Day.

Lessons are planned and adapted with the developmental stage and individual needs of each child in mind. Visual resources, social stories, scaffolded language, and consistent use

of symbols ensure all children — including those with SEND — can access the curriculum meaningfully. Children who need additional time or support receive 1:1 or small-group input to revisit and rehearse key concepts. Emotion coaching, now embedded into everyday classroom practice, supports all learners in managing their feelings and behaviour with care and understanding.

Assessment in PSHE is ongoing, child-centred, and reflective. Teachers assess learning through:

- Observation of children's participation, language, and application of taught strategies
- Pupil voice, using drawings, discussion, or simple sentence stems
- Class reflection journals, where appropriate
- Feedback from parents, pastoral staff and safeguarding leads, ensuring that the curriculum is responsive to children's real-life experiences

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.

Our SMSC provision is both structured and deeply embedded in our curriculum, environment and daily routines. At the heart of spiritual development is **Collective Worship**, which takes place daily and is planned collaboratively by leaders, staff, church partners and external visitors. We use *Roots and Fruits*, *Jack in the Box*, and *Oscar out of the Box* to ensure developmentally appropriate, inclusive worship. Each session follows a consistent visual structure – Hello Time, Story Time, Thinking Time, and Prayer Time – with symbolic artefacts used on our LOVE Tray (lantern, hearts, cross, and stone) to signal meaning, reflection and inclusion.

Children engage in reflective practices using our "ows, nows, and wows" framework – exploring sadness, stillness and awe through storytelling, discussion and tangible visual aids like a first aid kit, a pocket watch and a treasure box. These moments are used in worship, PSHE lessons and outdoor learning to help children connect deeply with themselves, others, and the world.

Spiritual development is also fostered through **Forest School**, where every child participates in regular outdoor learning. Here, they experience awe in nature, develop empathy through shared activity, and reflect quietly in our field reflection space, designed by the School Council. This holistic practice nurtures the soul as well as the mind.

The following elements are constituent parts of SMSC:

	School provision/activities
Spiritual	Daily Collective Worship planned using <i>Roots and Fruits</i> , <i>Jack in the Box</i> , and <i>Oscar out of the Box</i> ; visual liturgy with the LOVE Tray (lantern, hearts, cross, stone); "ows, nows, wows" reflective language embedded across school; field-based reflection space designed by School Council; Forest School provision for all children throughout the year; awe and wonder explored through nature, storytelling and worship themes.
Moral	School values explicitly taught (love, friendship, compassion, respect); restorative conversations following the Regulate–Relate–Reason

	model; Courageous Advocacy projects; Emotion Coaching and the Zones of Regulation framework; regular celebration of children living out values in the 'LOVE Book'; Christian festivals and inclusive recognition of other faiths support a strong moral compass.
Social	Class and School Council roles; relational approach to behaviour; PSHE lessons on respect, teamwork and listening; co-regulation practices and peer support; lunchtime clubs including mindfulness and wellbeing; regular community visits e.g. Middleton Lodge care home; playtimes supported by structured resources and adult modelling; inclusive after-school opportunities.
Cultural	Inclusive Collective Worship celebrates festivals and special days from Christian, world faiths and cultural traditions (e.g. Diwali, Eid); arts and storytelling from diverse backgrounds; role models and texts reflecting a range of identities in the emotional literacy reading spine; cultural capital extended through trips, visitors, singing, and creative expression; RE curriculum reflects diverse worldviews.

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.