



Personal Development Policy

(including School Values, PSHEE, RSE, SMSC
and FBV)

Reference:	C08
Version number:	1.3
Last updated:	May 2023
Date of next review:	January 2024 or if legislation/statutory requirements change

Summary of changes and reviews

Version	Date	Summary of amendments	By
1.0	1 Jan 22	Initial version created, merging a number of different policies and using the new Jigsaw curriculum to redraw PSHE provision	JO
1.1	6 Jan 22	Changes to titles and roles updated.	SD
1.2	8 Jan 23	Reviewed, no changes	SD
1.3	15 th May 23	Changes to opt out procedure and secondary and primary sex education references	SD



Contents

Introduction.....	4
Hatherop Aims, Values and Ethos	5
Hatherop Aims.....	5
Hatherop Values.....	5
Hatherop Ethos.....	5
Building Learners and Leaders.....	6
Personal, Social, Health and Economic (PSHE) Education.....	6
Context	6
PSHE.....	8
Statutory Relationships and Sex Education (RSE).....	8
What do we teach when and who teaches it? A Whole-school approach	9
Relationships Education	10
Health Education	10
Sex Education	11
Parents’ right to request their child be excused from Sex Education	11
Monitoring and Review	12
Equality.....	12
Inclusion and SEND.....	12
EYFS	12
SMSC.....	13
Spiritual.....	13
Moral	14
Social.....	14
Cultural	14
Where you can find SMSC at Hatherop?.....	15
Fundamental British Values.....	15
Promoting British Values at Hatherop.....	15
Democracy.....	16
The Rule of Law	16
Individual Liberty	16
Mutual Respect.....	16
Tolerance of these of different faiths and beliefs	16
Tackling Extremism and Radicalisation	16
Appendix A - Relationships Education in Primary schools DfE Guidance 2019.....	18
Appendix B - Additional PSHEE Topics delivered by external visitors	20
Gloucestershire Constabulary Schools Beat Program	20



NSPCC	20
Gloucestershire County Council Schoolsnet.....	20
Appendix C – Jigsaw Curriculum Progression Maps and Content Overviews	20



PERSONAL DEVELOPMENT POLICY

Introduction

At Hatherop Castle School we understand that the school's curriculum extends beyond the academic. It provides for learners' broader development, enabling them to develop and discover their interests and talents. The curriculum and the school's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. At each stage of education, the school prepares learners for future success in their next steps. The school prepares learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

As such, building resilience in young people is an integral part of education. Amanda Spielman says *'It's about making clear that education is not just about teaching a good set of academic subjects really well. There is something a bit intangible and bigger than that, and it is making sure they recognise that. It's not about any one thing, it's about having a range of opportunities so people can discover their talents and interests.'*

Factors at Hatherop that help contribute to Personal Development include:

- The range of extra-curricular activities offered (including those that involve problem solving)
- The delivery of curriculum subjects such as PSHEE (including RSE) and RE which contribute to pupils' personal development
- The promotion of British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- Opportunities to help build the qualities of teamwork, independence and confidence both within the classroom and outside it, such as on the games field or through our Cumulus outdoor programme.
- Unstructured time and the exploration of experimentation, game-playing and imagination which can develop problem-solving skills. (A young person with secure problem-solving skills is more likely to respond positively to moments of crisis and less likely to choose 'harmful solutions' such as self-harm, misuse of drugs or alcohol or truancy.)

Pupils are further supported at Hatherop in their Pastoral Development through:

- **Raising aspirations:** including the role modeling of older children and the handing out of pupil values awards and pupil voice awards, as well as our reward structures and celebration of achievements
- **Positive communication:** the impact of language is understood at Hatherop and effective communication can help pupils improve their belief in their own abilities. For example:
 - when children need help, staff will try to give it. But they may not provide the solution. Instead, they might be provided with support to find the solution themselves, for example by asking them a question to help them think about their problem in a different way. Coming up with the solution on their own will help children improve their confidence.
 - being positive about failure! Helping children to see the value of mistakes and failure, and that they are steps to success. Mistakes and failures are completely normal, and are important opportunities for learning – they can be used to help us find other ways to achieve our goals. Staff may show this by admitting their own errors in a good-natured way, for example, "Oh, yes you're right, I was a bit careless there – I won't do that again!"
- **Staff / Pupil relationships:** Form tutors know their children and have strong relationships with them and with their parents/families. Tutorials give opportunities for children and staff to discuss targets



and identify needs, either academically or pastorally. Early Help is provided quickly to support young people on their journey through school.

Hatherop Aims, Values and Ethos

Hatherop Aims

- To provide a happy, stimulating and safe environment in which children can thrive and enjoy the adventure of childhood.
- To challenge and support each child to achieve amazing things academically, in the visual and performing arts and on the sports field
- To constantly innovate and evolve to ensure that every child experiences the best possible education.
- To promote learning in all its forms across every aspect of school life.
- To successfully prepare all children for their first choice of senior school.
- To develop considerate, tolerant and confident human beings.
- To give the children an understanding of their own and other people's cultures and beliefs.

Hatherop Values

Our Hatherop values have been devised and supported by our pupils and wider community and aim to build young learners and leaders at Hatherop Castle. These values enable the children to live the school's ethos.

Happiness: All members of our community should act and behave so we all can be happy.

Adventure: We play and learn with a sense of adventure

Teamwork: We work and play collaboratively and understand that we can excel and achieve more when we work as a team.

Honesty: We learn from making mistakes and we want all members of our community to show honesty towards each other.

Encouragement: We actively encourage everyone to strive for excellence in work and play.

Respect: Every member of the Hatherop community is treated with respect and kindness.

Opportunity: We make the most of every opportunity.

Perseverance: We do not give up when we find something hard or challenging.

These values are supported through our SMSC provision and specifically through our Assembly programme. They are also embedded into our PSHEE curriculum and can be found in the Pupil Planner.

Hatherop Ethos

Hatherop learners:

- are happy, enjoy the adventure of childhood and thrive on friendship, respect and tolerance in a healthy, positive and purposeful community
- are increasingly curious, aspirational, self-disciplined, resourceful, responsible, independent and confident learners, hungry to make the most of opportunity, true to themselves and others, and with a growing passion for lifelong learning
- learn how to achieve their individual potential and to be happy in their own skin, celebrating their strength and have the awareness of areas of development and are prepared to work at these



- take advantage of opportunities and benefit from the confidence and the support to achieve amazing things
- are confident and well-prepared leavers, who are **able to move on to next stage, prepared, confident and excited for the wider world and to make a difference**

Building Learners and Leaders

At this School we aim to build successful lifelong learners and leaders who are:

- **Happy** children who are willing and self-motivated to learn,
- Curious children who are up for the **adventure** of learning and finding out
- Children who understand **teamwork**, take and share responsibility, are resourceful, make real choices and decisions, consider social and moral dilemmas, make the right choices for best learning and a happy community.
- **Honest** children who learn from making mistakes **opportunity** they want to know, find out, learn, they make links in their learning, hypothesise, synthesise and reason
- Children who are **encouraged** to understand and appreciate difference, know their own strengths and weaknesses, work at the right pace for them, prepare for and manage change
- Children who show **respect** by valuing difference
- Children who take **opportunities** to join in, lead themselves and others, find information and advice, ask for help, show initiative and independence, understand and value creativity and ideas, appreciate a variety of ways of doing things so that there are choices to draw upon
- Children who **persevere**, who are able to come back from failure, persevere when things are tough, courageous, and able to draft and redraft for improvement and best standard, who are willing to participate and see something through to the best of one's ability including short and long-term activities, self-motivated, self-disciplined, appreciate the need for planning

Outcomes of this:

- a happy, stimulating and safe environment in which children can thrive and enjoy the adventure of childhood.
- each child challenged and supported to achieve amazing things academically, in the visual and performing arts and on the sports field.
- Constant innovation and evolution to ensure that every child experiences the best possible education.
- Promotion of learning in all its forms across every aspect of school life – *children who are curious, resourceful, responsible*
- Children successfully prepared for their first choice of senior school.
- considerate, tolerant and confident human beings, *able to articulate and live the above and feel good about it, but equally always be looking to move forward*
- children who have an understanding of their own and other people's cultures and beliefs

Personal, Social, Health and Economic (PSHE) Education

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 80a of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.



Personal, Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent and fulfilling lives and to become informed, active, responsible citizens in their local community and over time in a wider world. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions and explore issues that affect their lives as well as consider their responsibilities, rights and duties as individuals and members of communities, local, national and international. They learn to understand and respect our common humanity, diversity and differences so that they can go on to value themselves and others, forming the effective, fulfilling relationships that are an essential part of life and learning. Through this, they are in a position to make and act on informed decisions. They learn to respect nature and understand how choices they make affect the sustainability of the world we live in.

Teaching will consider the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHEE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by learning to respect difference. We will use PSHEE education as a vehicle to address diversity issues and to ensure equality for all by recognising, understanding and appreciating it.

At Hatherop Castle we see PSHEE and Relationship Education as being at the center of all that we do. Through our weekly lessons and assembly times, our school environment and our school ethos, we aim to provide pupils with opportunities to:

- Explore their own values and beliefs
- Develop spiritual awareness
- Set high standards of personal behaviour
- Have a positive, caring attitude towards others
- Form an understanding of their own social and cultural traditions
- Appreciate the diversity and richness of other cultures
- Realise that it is alright to have your own opinions and not be influenced by the views expressed by others
- Develop reflective practices and opportunities for mindfulness and develop open-mindedness
- To help pupils understand their relationships and sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help gain access to information and support
- To develop skills for a healthy safe lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

During their time at the school, pupils should have the opportunity:

- To learn about themselves as growing and changing individuals with their own experiences, ideas, spirituality and as members of their communities.
- To be enthusiastic and committed learners wanting to achieve and becoming increasingly responsible for their own learning with appropriate study skills
- To become more mature, independent and self-confident, able to make decisions and show initiative.
- To identify potential risks and how those risks might be reduced, but to take risks when appropriate.



- To continue to learn about the wider world and the interdependence of communities within it and the need for Social Responsibility.
- To further develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- To learn how to take part fully in school and community activities, learning to lead themselves and often others.
- To face changes in themselves, address them constructively and transfer to their next school with support and encouragement from this school prepared for what lies ahead.
- To learn how to make more confident and informed choices about their health and environment; to take responsibility, individually and in a group, for their safety as well as that of others.
- To learn about global diversity through Human Rights, political, social, economic and environmental issues and the plight of the less fortunate.

PSHE

At Hatherop Castle School, we teach Personal, Social, Health and Economic Education (PSHEE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also significantly contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Sex Education (RSE)

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5



“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Hatherop Castle School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it? A Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
------	---------------	---------



Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Hatherop Castle School we allocate one lesson of 50 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways, such as through Assemblies and collective worship, our praise and reward system, our Manners Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers / Form Tutors deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?



The statutory requirement to provide Health Education does not apply to independent schools. PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. At Hatherop Castle School we find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum using the Jigsaw curriculum.

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools '*have a sex education programme tailored to the age and the physical and emotional maturity of the pupils*'.

'*Sex Education is not compulsory in primary schools*'. (p. 23) However Relationships and Sex Education (RSE) is compulsory for all secondary school pupils, and Health Education is compulsory for pupils in all state-funded schools. At Hatherop this applies to pupils in Year 7 and Year 8.

Schools are to determine the content of sex education at primary school. Sex education '*should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born*'.

At Hatherop Castle School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction but also having an understanding emotionally and socially of what changes might occur in their bodies, when and how that might feel. We intend to teach the biology through the Science curriculum. We also believe that children develop socially and emotionally at different ages and stages and reserve the right to tailor our RSE curriculum in Upper School (Years, 6 7 and 8) to meet their emerging needs with parents being notified in writing. Resources for this are taken from a range of trusted sources including CEOP online resources and PSHE Association Curriculum.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Parents have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of the statutory programme, except for those parts included in the science syllabus. Parents who wish to make such a request should state their request in writing to the Head.



At Hatherop Castle School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Monitoring and Review

The Deputy Head monitors and reviews this policy on an annual basis. He reports its findings and recommendations to the Headmaster and Proprietor, as necessary, if the policy needs modification. Serious consideration is given to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments. The Directors of Education and Compliance scrutinise and ratify teaching materials to check they are in accordance with the school's ethos and hold the Deputy Head accountable for the policy.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Hatherop Castle School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see the Jigsaw document 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Inclusion and SEND

The full PSHEE education provision is accessible to every pupil, regardless of their ability and teaching is tailored appropriately to children's needs. We seek to engage and challenge all children, using prior knowledge, previously set targets and attainment to set relevant objectives.

EYFS

The Foundation Stage: PSHEE in Nursery is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the work are related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing the child's personal, emotional and social development as set out in the ELGs. We also support understanding of the wider world in Reception when we develop a child's knowledge and understanding of the wider world.



SMSC

The Spiritual, Moral, Social and Cultural development of pupils at Hatherop is at the heart of the school's commitment to enable all pupils to develop the self-confidence and self-esteem to realise their full-potential. This policy outlines the contribution that SMSC makes to a Hatherop pupils wellbeing and their physical, academic and creative needs within our Christian community. SMSC plays an important role in developing our pupils as confident, independent minded young people. Our role is to enable every child to become confident pupils who will leave Hatherop with the ability to question, the confidence to lead and the skills to deal with the choices that they will face in the future.

Our SMSC provision gives every pupil the opportunity to grow and develop as individuals and as members of the wider community, so that they may have the confidence to make a positive contribution to the world in which they live.

The Spiritual, Moral, Social and Cultural development of our pupils is an essential part of the educational experience that we provide at Hatherop and the way we provide it enables pupils to have the tools that will help them develop their own values and attitudes and ultimately giving pupils a greater understanding of the wider community.

Our SMSC provision enables pupils to have the knowledge, understanding, skills and confidence to live healthy, safe, and responsible lives. It encourages pupils to think for themselves, to make their own decisions and to reflect on the decisions of others. This underpins all aspects of the learning environment and it is at the heart of the school's aim to provide every child with the highest quality educational framework and the opportunities to realise his or her potential, in a happy friendly Christian environment.

At Hatherop we recognise that Spiritual, Moral, Social and Cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments. SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live.

Spiritual

Spiritual development describes exploring beliefs and experiences; respecting faiths, feelings and values; enjoyment of learning about oneself, others and the surrounding world; the use of imagination and creativity and the ability to reflect.

Pupils' spiritual development at Hatherop is shown by their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values; by their sense of enjoyment and fascination in learning about themselves, others and the world around them and by their use of imagination and creativity in their learning and willingness to reflect on their experiences.

At Hatherop children are encouraged to take part in periods of reflection at different times throughout the school week. The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism. Through PSHEE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others. Mealtimes start and finish with a collective prayer led by a pupil or member of staff. Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in an assembly, looking for signs of Spring on a Geography trip, visiting a planetarium in Science work on the Earth and beyond. Weekly Chapel services provide a framework for our Christian ethos.



Moral

Moral development describes the recognition of right and wrong; respect of the law; the understanding of consequences; the ability to investigate moral and ethical issues and to offer reasoned views.

Pupils' moral development at Hatherop is shown by their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; understand of the consequences of their behaviour and actions; show an interest in investigating and offering reasoned views about moral and ethical issues and an ability to understand and appreciate the viewpoints of others on these issues.

At Hatherop there is a reward system in place so that all children can be recognised for good behaviour as well as academic achievement. Rewards are handed out at weekly assemblies so that everyone shares in the success. Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared. Behaviour plans are agreed and implemented through Pastoral team meetings and vulnerable learners are supported and monitored through review and monitoring of rewards and sanctions. The PSHEE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends and living in a community.

Social

Social development describes the use of a range of social skills; participation in the local community; appreciation of diverse viewpoints; participation, volunteering and cooperation; resolving conflict and engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. In essence children learn to understand and respect our common humanity, diversity and differences so that they can go on to value themselves and others, forming the effective, fulfilling relationships that are an essential part of life and learning.

Pupils' social development at Hatherop is shown by their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively and by their acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They are able to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Hatherop there is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults across the school. Form time and house meetings feature across the school promoting turn taking and social interaction. The PSHEE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World. Children learn to be effective communicators through opportunities to present Form Assemblies and readings in Chapel and at other times. Educational visits within the community also support their development.

Cultural

Cultural development describes the appreciation of cultural influences; appreciation the role of Britain's parliamentary system; participation in culture opportunities and an ability to understand, accept, respect and celebrate diversity.

Pupils' cultural development at Hatherop is shown by their understanding and appreciation of a wide range of cultural influences that have shaped their own heritage and those of others; an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain; a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; a willingness to



participate in and respond positively to artistic, musical, sporting and cultural opportunities and by showing an interest in exploring, improving, understanding and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Hatherop there are regular celebrations of religious festivals over the year including harvest, Divali, Christmas, Easter, Eid and Chinese New Year. Geography and RE have units on other cultures and religions. English includes units on stories from other cultures. All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender. Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

Where you can find SMSC at Hatherop?

You find it everywhere:

- In the curriculum as a whole and during lessons
- In the Religious Education curriculum
- In the PSHEE Curriculum
- In assemblies and Chapel
- In our pastoral and form times
- In our Behaviour policy
- In the Pupil Planner
- In our reward systems
- In extra-curricular activities
- In our displays
- During educational visits
- Through Pupil Voice (for example in the School Council)
- During special days (fundraising, cultural experiences, Wishford Weekends and other days and experiences)

Fundamental British Values

The government set out their definition of British values in the 2011 Prevent Strategy. Due to events that followed these were reinforced with a statutory obligation for schools to promote them in September 2014. These new regulations sit alongside the requirements of the Equalities Act, which also applies to all types of schools.

Schools are expected to focus on and be able to show how our work with pupils is effective in embedding Fundamental British Values. While this can occur through our curriculum they are assessed primarily through our SMSC provision.

Promoting British Values at Hatherop

We agree with the Department for Education's five-part definition of British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of those of different faiths and beliefs**

Hatherop students will encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding has been reviewed and enhanced by these explicit values.



Listed below are some examples of how we promote these values in our school community:

Democracy

Student voice is a significant part of school life at Hatherop. We have a vibrant school council which plays a strong role in our school. Members are elected by their form. Students also have an input into shaping the school through questionnaires and other opportunities to discuss developments and future planning. This is also taught as part of the History and PSHEE curricula and is a common theme in Assemblies and Chapels. Students also have the opportunity to become Form Captains and positions of responsibility in Prep 8. Listening is key to valuing student voice. In lessons and tutorials and all about school, respect is shown for pupils' thinking, opinions and thoughts and they are recognised as key to their learning and development as well as the growth of personal and mutual respect.

The Rule of Law

Our students will encounter rules and laws throughout their lives. We ensure our students are aware that these laws or rules are set for a good reason and must be adhered to. This is reinforced in Assemblies and Chapels and throughout the curriculum. The involvement of our students in the creation of the school Manner Charter helps them to understand the reasons behind the rules and the consequences if they are broken. Throughout the year we organise visits from members of the wider community including police, war veterans, members of parliament or local magistrates and the fire brigade. We believe that clear explanations and real life stories emphasise the importance of the rule of law amongst our students. This is also taught as part of the History and PSHEE curricula.

Individual Liberty

We operate a positive culture at Hatherop. Children feel safe and are encouraged to take risks when appropriate. In some lessons there is a choice of learning tasks so students have more freedom to determine their own learning paths. We offer a range of extra-curricular clubs that students can select from, based on their interests. Through PSHEE and Computer Science we educate students on their rights, personal freedoms and online safety. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

Mutual Respect

Mutual respect is at the core of our school life and is key to democracy, rule of law, individual liberty, tolerance and tackling radicalisation that is central to Fundamental British Values. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms. This is reinforced by units in the PSHEE curriculum and through Assemblies and Chapels.

Tolerance of these of different faiths and beliefs

We offer a rich and diverse curriculum in which all major religions are studied and respected. We believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future. Pupils learn to respect and tolerate those of different faiths and cultures. This is not necessarily about spirituality, although the individual beliefs are; the religions bring with them different cultural practices that need to be understood and this is taught in Religious Education (RE) and understood through a myriad of different learning experiences such as pupils and families in the school, MFL and its languages, cultures and traditions, historical events, geography, current affairs and more.

Tackling Extremism and Radicalisation

Since 1st July 2015 schools now have a legal duty to prevent pupils from becoming radicalised. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Radicalisation is defined as the act or



process of making, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person.

Although incidents involving radicalisation and extremism have not occurred at Hatherop to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society as a whole. Staff are aware to suspend any 'professional disbelief' that instances of radicalisation could not happen here and to be 'professionally inquisitive' where concerns arise.

Early intervention is vital and staff must be aware of immediately referring any concerns to the Designated Person. This will then be discussed and the most appropriate course of action agreed on a case-by-case basis and if necessary involve external agencies.



Appendix A - Relationships Education in Primary schools DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<p>R1 that families are important for children growing up because they can give love, security and stability.</p> <p>R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</p> <p>R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>
Caring friendships	<p>R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</p> <p>R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>



	R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed	
Respectful relationships	<p>R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R14 the conventions of courtesy and manners</p> <p>R15 the importance of self-respect and how this links to their own happiness</p> <p>R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>
Online relationships	<p>R20 that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>R24 how information and data is shared and used online.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference</p>
Being safe	<p>R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference</p>



	<p>R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>R32 where to get advice e.g. family, school and/or other sources.</p>	
--	---	--

Appendix B - Additional PSHEE Topics delivered by external visitors

Gloucestershire Constabulary Schools Beat Program

PC Leah Davis visits Hatherop and delivers three individual modules of an hour each to our Upper School:

- Prep 6
 - Internet Safety (responsibility online)
 - Relationships
 - Drugs and peer influence
- Prep 7
 - Internet safety (grooming)
 - Personal safety
 - Drugs including alcohol
- Prep 8
 - Internet safety (sexting)
 - Exploitation and County Lines
 - Bullying

NSPCC

The NSPCC visit every three years to deliver [PANTS](#) training, most recently February 2019.

Gloucestershire County Council Schoolsnet

Because poor on-line safety forms the basis of so many other forms of abuse, it remains the top priority for the Education and Learning Sub Group of the GSCE. 'In the Net' is an interactive drama aimed at Year 4s and a very successful way of helping children see the potential dangers of the internet and how to keep themselves safe on-line.

Appendix C – Jigsaw Curriculum Progression Maps and Content Overviews

[Jigsaw Progression Map](#)

[Jigsaw PSHE Content Overview](#)

[Jigsaw PSHE Content Overview Expanded](#)

[Jigsaw RSHE Overview](#)

[Jigsaw SMSC and Emotional Literacy Mapping](#)

[Jigsaw British Values Map](#)

[Jigsaw British Values Map by lesson](#)

[Jigsaw PSHE Association Programme of Study 2020 Map](#)

[Jigsaw UNCRC Map](#)

