

Personal Social Health and Economic Education and Spiritual and Cultural Development Policy

Roselyn House School

2026 – 2027



Approved by:	Jack Birkenhead	Date: 07.07 2026
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Last reviewed on:	July 2026
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1. Introduction

This Policy refers to the Personal, Social, Health and Economic (PSHE) Curriculum including Relationships and Sex Education (RSE), Culture, Citizenship and Employability, including British Values Curriculum, and Spiritual Moral Social and Cultural (SMSC) development across the whole school curriculum.

2. Aims and objectives

At Roselyn House School, we teach Personal, Social and Health education (PSHE) and Culture, Citizenship and Employability lessons at Key Stage 2 & 3 and Citizenship (GCSE), Employability skills (NCFE) at Key Stage 4 & 5. This enables our students to become, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We aim for our students to become moral and employable members of society.

This policy should also be read in conjunction with the School's, Safeguarding Policy, Online Safety Policy, Remote Learning Policy, Pathway to Adulthood Policy and SEAL and Wellbeing Policy.

It has been written with reference to Planning your relationships, sex and health curriculum, DfE 24th September 2020, updated February 2022 to include guidance on political impartiality in schools and follows the statutory curriculum guidance.

This policy is implemented in accordance with Keeping Children Safe in Education (KCSIE) 2026, the current statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, the Equality Act 2010, and the Independent School Standards Regulations.

Any safeguarding concern, disclosure, welfare concern or concerning behaviour identified during PSHE, Relationships Education, RSE, Citizenship, Employability or SMSC activities will be managed in accordance with the school's Safeguarding and Child Protection Policy and KCSIE 2026. Where appropriate, concerns will be recorded on CPOMS and reviewed by the Designated Safeguarding Lead.

The aims of PSHE, Employability and Citizenship lessons are to:

- Build on a sound PSHE Curriculum.
- Understand what makes for good relationships with others.
- Develop a greater understanding of other Cultures.
- Improve understanding of the world around them.
- Have respect for others; be tolerant.
- Be independent and responsible members of the school community.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop an open mind and acceptance of diversity.
- See how as individual they can fit into society.
- Develop positive employability skills.

- Develop individuals who have a moral understanding.
- Understand what it means to be a positive member of the community both in school and the wider community.
- Broaden the future of a young person moving into adulthood.
- Develop good relationships with other members of the school and the wider community.
- Understand democracy and the need for rules and laws.
- Promote fundamental British values.
- Develop understanding and respect of the importance of equality and understanding differences (including religion, belief, or sexual orientation).

3. Promoting British Values

The Department for Education state that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At Roselyn House School these values are reinforced regularly.

Roselyn House School recognises that protection from extremism and radicalisation is a vital element of safeguarding. Staff undertake annual training in this area and Mrs Rachel Smith is Designated Prevent Lead.

4. Democracy

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also can air their opinions and ideas through our school council and regular questionnaires. The elections of the school council members are based solely on pupil votes, reflecting our British electoral system, and demonstrating democracy in action.

5. The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. We have whole school rules which are embedded in our work every day. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member can learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Individual Liberty Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment (physically and online) and an empowering education. Our pupils are encouraged to know, understand, and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in Citizenship,

PSHE, target setting workshops and SEAL Lessons. Whether it is through choice of challenge; of how they record; of participation in our extra-curricular activities; our pupils are given the freedom to make choices.

6. Mutual Respect

Respect is one of the core values of our school. Pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect at Roselyn House School underpins our work every day both in and out of the classroom and online.

7. Tolerance of Those with Different Faiths and Beliefs

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Our school enhances pupils understanding of different faiths and beliefs through P.S.H.E. and Citizenship lessons and across the curriculum; participation in celebrations from differing faiths; welcoming visitors from many differing faith groups and enjoying a depth of study during themed weeks. Beliefs, traditions, and customs are studied in depth, with visitors being invited into our school to enrich and extend understanding. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

8. Protected Characteristics

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010) requires all public authorities (including state-funded schools) in the exercise of their function, to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Relevant protected characteristics are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and sexual orientation

Pupils should leave school with a proper understanding of the importance of equality and respecting and understanding differences. This includes differences in religion,

belief or sexual orientation. The school curriculum (whereby sexual relationships/PSHE/SEAL is delivered) will include relevant information around the risks associated with Child Sexual Exploitation.

Teaching about protected characteristics will be delivered objectively, sensitively and in an age-appropriate manner, while respecting the dignity of pupils and the protected characteristics contained within the Equality Act 2010.

9. Gender Identity and Sexual Orientation

We at Roselyn House acknowledge that topics involving gender and biological sex can be complex and sensitive matters to navigate and therefore strive to not reinforce harmful stereotypes.

All pupils should receive teaching on lesbian, gay, bisexual, and transgender (LGBT) relationships during their school years. Secondary schools should include LGBT content in their teaching. Primary schools are strongly encouraged, and enabled, when teaching about different types of family, to include families with same sex parents. The school will ensure that teaching in this area is supported by appropriate safeguarding practice, parental engagement where relevant, and reference to the school's Equality Policy, Safeguarding Policy and any adopted guidance relating to gender questioning pupils.

10. Stonewall Silver Award School Champions

Roselyn House school are proud to have achieved the stonewall silver award and are working towards gold award. To achieve the awards staff and pupils must demonstrate the following criteria:

- Pupils have age-appropriate lessons on different families, including LGBT families.
- Pupils have age-appropriate lessons on celebrating difference, gender identity and gender stereotypes.
- Pupils have had opportunities to discuss gender stereotypes.
- Pupils learn about LGBT people.
- Pupils have had multiple chances to discuss gender stereotypes.
- The school holds events to celebrate equality and diversity such as: LGBT History Month, International Women's Day or International Day of Non-Binary Visibility.
- Different families, celebrating difference and gender diversity are embedded across the curriculum
- RSE is inclusive of different types of relationships – including LGBT relationships - and gender identities.

11. Teaching and learning styles

We use a range of teaching and learning styles which clearly explain the knowledge, facts and concepts needed and pupils are provided with opportunities to recall the acquired knowledge, facts, and concepts to develop their understanding of topics. We place an emphasis on active learning by including students in discussions, investigations, and problem-solving activities. We encourage the students to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils can participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Lessons are delivered in a non-judgemental factual way and allow scope for young people to ask questions in a safe environment. All materials used align with the teaching requirements set out in statutory guidance.

When sensitive topics are taught, staff will establish clear ground rules, use distancing techniques where appropriate, respond to disclosures in line with safeguarding procedures, and apply trauma-informed practice so that pupils feel safe, supported and able to access key learning.

Effective Online Safety education is embedded across the curriculum, including PSHE. It is important that Teachers identify and reference ways that online aspects of Safeguarding can be reinforced in their respective lesson planning and delivery. This follows our school's Online Safety Policy which is also shared with Parents/Carers. Online safety education will include emerging risks such as artificial intelligence, deepfakes, online coercion, online sexual exploitation, the sharing of nude and semi-nude images, misinformation, disinformation and online radicalisation.

Roselyn House is a trauma sensitive school therefore emphasis is placed on developing a sensitive teaching style to ensure all pupils feel safe and supported in lessons and able to engage with key messages. Teachers always seek to treat individual pupils with sympathy and support.

Where a pupil presents with self-harm, suicidal ideation, significant emotional distress, overdose concerns, ligature incidents or any other mental health crisis, staff will follow the school's safeguarding, mental health and medical procedures and seek immediate support from designated safeguarding personnel.

Any injuries, disclosures or wellbeing concerns arising following restrictive physical intervention will be managed in accordance with the school's Behaviour Policy, Physical Intervention Policy and safeguarding procedures.

A pupil centred, whole school approach is taken with these subjects (PSHE, Citizenship and Employability) to support pupils to be safe, happy, and prepared for life beyond school.

In the event of school closure or individual student isolation, remote learning will take place. Remote learning will be reflected in schemes of work and lessons will be

adapted to ensure that the curriculum remains fully accessible via remote learning, where practical. See Remote Learning Policy.

During periods of remote learning the school will maintain regular contact with parents/carers to reinforce the importance of staying safe online. Encouraging them to set age-appropriate parental controls on devices and internet filters to block malicious websites and direct parents to useful resources to help them keep their children safe online.

12. PSHE and curriculum planning

There is dedicated timetabled time for PSHE, Employability and Citizenship lessons to take place. Some of the time we introduce aspects of each course through other subjects, e.g. when teaching about local environmental issues in geography.

We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss matters.

Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in their Learning Support Plans. Preparation for adulthood will include opportunities to develop knowledge and skills relating to independent living, supported housing, community participation, travel training, financial vulnerability, healthy adult relationships and digital citizenship.

At our school we teach PSHE and Citizenship to all students in Key Stage 2 & 3 and in Key Stage 4 & 5, Citizenship and Employability, whatever their ability. PSHE, Citizenship and Employability forms part of the school curriculum policy to provide a broad and balanced education to all students. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access to the full range of activities involved in learning PSHE and Citizenship. Where children are to participate in activities outside the classroom (including remote learning), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Roselyn House School take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Roselyn House School cannot accept liability for the material accessed, or any consequences of internet access that is beyond the school's current filtering system.

Due to the Covid-19 Pandemic, online learning has increased in its usage and become a part of the Roselyn House School's Curriculum along with everyday use in school. Online safety is integrated into the curriculum for PSHE, Citizenship, Employability, pupils are supported to look at issues within online safety including 'The 3 Cs Risk Matrix' outlined in the Online Safety Policy.

13. Links

Roselyn House School are linked with Hope Flowers School.

Hope Flowers School, Bethlehem

Roselyn House and Hope Flowers are now linked schools and work on projects with our young people where they communicate with each other and take part in joint activities. This is very exciting for all students and helps them to feel a sense of self, understanding of others in the World and helps towards bridging a divide of our future generations; whilst fostering mutually beneficial and respectful friendships within those that don't always feel that they can trust or be cared for.

We also share practice with Teachers and therapists in order to provide resources, ideas, suggestions and soundbites in attachment awareness and SEN Teaching methods. We have secured the help of translators for this too.

This is a great opportunity for both our schools and likeminded individuals, who through differing circumstances have the same passion and drive to improve the lives of future generations. It is our hope as an outcome of this project that we can raise awareness of the lack of Mental Health support in the UK and increase support/ acknowledgement of the work done at Hope Flowers, bringing young people together to break down barriers and encourage diversity, acceptance and positive communication. This allows our young people to become ethically aware and care about the well-being of others which in itself improves self-worth, dignity and confidence. It provides our young people with a belief in the future and gives them hope.

14. Assessment and recording

Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the objectives set. Students are assessed using Roselyn House School's 1-4 progress and attitude to learning Levelling Assessment. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage and each topic. Teachers record the achievements of pupils in PSHE and citizenship in their mark books. We report these achievements to parents at the end of each term.

Students complete UAS Units of accreditation.

15. Monitoring and review

The PSHE and Citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and Citizenship by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Monitoring will include, where appropriate, learning walks, curriculum scrutiny, pupil voice, parent/carers feedback and safeguarding review of curriculum content to ensure that provision remains effective, inclusive and responsive to pupil need.

- Aspects of health and sex relationship education are included in the science programmes of study and physical education programme of study.
- Aspects of citizenship education are included in the history and geography programmes of study and syllabuses at Key Stage 2 & 3.
- In all national curriculum subjects, teachers are required to make effective Provision for all pupils.
- Aspects of behavioural and discipline management are required by Section 154 of the 1996 Education Act.
- Education Act 2002. All schools must provide a broad and balanced curriculum which:
 - Promotes the spiritual, moral, cultural, mental, and physical development of pupils.
 - Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.
- Equality Act 2010. Schools are free to include a full range of issues, ideas, and materials in their curriculum. Schools are not required to equally weight all the protected characteristics within the curriculum

Relationship and Sex Education forms part of PSHE and Science curriculums. It is a statutory duty for schools to teach the subject matter and we follow guidance from DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teacher 2019.

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

16. Right to request withdrawal

Parents and carers have the right to request withdrawal from all or part of sex education.

If parents or carers would like to make a request for withdrawal, they should contact Mr Birkenhead, the Headteacher via letter or email.

Once a request is received correspondence will be made with parents and carers to:

1. discuss the background to their request
2. offer assurances about your school's approach
3. set out the benefits of pupils accessing sex education in school

If invitation to a discussion is declined, the request for withdrawal will still be the process in line with normal procedures.

If parents or carers still want withdrawal after such a discussion, unless there are exceptional circumstances, parents and carers' request should be granted until 3 terms before the pupil turns 16. For example, if the pupil's 16th birthday is in February of year 11, that point would be February in year 10.

At that point, if the pupil wishes to be taught sex education, you must ensure they receive it in one of those 3 terms and continue to be taught it while the child remains in school.

A record of all discussions with parents, carers and pupils concerning the right to withdraw, exceptions and decisions not to grant it will be kept and where possible shared with parents and carers to make sure all parties are clear about the decisions.

Parents and carers cannot withdraw their child from:

- Relationships education
- Health education
- National curriculum science

[Relationships education, relationships and sex education \(RSE\) and health education: FAQs - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)

17.KS2

PSHE:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally, and socially) balanced lifestyle (including within relationships, work-life, exercise, and rest, spending, and saving and diet)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and physical, emotional, and online safety (including behaviour and strategies to employ in different settings)
- Diversity and equality (in all its forms)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- Career (including enterprise, employability, and economic understanding)
- what is meant by a healthy lifestyle?
- how to maintain physical, mental, and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe (including online safety)
- about managing change, including puberty, transition, and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

Programme of Study for Relationships Pupils should be taught:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts

- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.
- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives and a basic understanding of enterprise.

Citizenship

Developing confidence and responsibility and making the most of their abilities Pupils should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends, and setting personal goals.
- to face new challenges positively by collecting information, looking for help, making responsible choices, and acting.
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family, and others in a positive way.
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
- to look after their money and realise that future wants, and needs may be met through saving.
- Preparing to play an active role as citizens Pupils should be taught:
 - to research, discuss and debate topical issues, problems, and events.
 - why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
 - to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
 - that there are different kinds of responsibilities, rights, and duties at home, at school and in the community, and that these can sometimes conflict with each other.
 - to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.

- to resolve differences by looking at alternatives, making decisions and explaining choices.
- what democracy is, and about the basic institutions that support it locally and nationally.
- to recognise the role of voluntary, community and pressure groups.
- to appreciate the range of national, regional, religious, and ethnic identities in the United Kingdom.
- that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment.
- to explore how the media present information.

Developing a healthy, safer lifestyle

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- about how the body changes as they approach puberty.
- which commonly available substances and drugs are legal and illegal, their effects and risks
- to recognise the different risks in different situations and then decide how to behave responsibly, including online safety, sensible road use, and judging what kind of physical contact is acceptable or unacceptable.
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; (including online safety)
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.
- to think about the lives of people living in other places and times, and people with different values and customs.
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- to recognise and challenge stereotypes.
- that differences and similarities between people arise from several factors, including cultural, ethnic, racial, and religious diversity, gender and disability.
- where individuals, families and groups can get help and support. Breadth of opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school).
- feel positive about themselves (for example, by producing personal diaries, profiles, and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take).
- participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting).
- make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).
- meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers).
- develop relationships through work and play (for example, taking part in activities with groups that have needs, such as children with special needs and the elderly, communicating with children in other countries by satellite, email, or letters).
- consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment).
- find information and advice (for example, through helplines; by understanding about welfare systems in society).
- prepare for change (for example, transferring to secondary school.)

Culture

- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism
- Morals and Ethics

18.KS3

PSHE

1. how to manage transition
2. how to maintain physical, mental, and emotional health and wellbeing including sexual health*
3. about parenthood and the consequences of teenage pregnancy
4. how to assess and manage risks to health and to stay, and keep others, safe (physical, emotional, and online)

5. how to identify and access help, advice, and support how to make informed choices about health and wellbeing matters including drugs, alcohol, and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
6. how to respond in an emergency including administering first aid
7. the role and influence of the media on lifestyle.

Programme of Study for relationships

Pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence, and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss including bereavement, separation, and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support
- Pupils should be taught:
- about rights and responsibilities as members of diverse communities, as active citizens, and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Citizenship

1. Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate, and evaluate viewpoints, present reasoned arguments and take informed action. Pupils should be taught about:
2. the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament, and the monarch
3. the operation of Parliament, including voting and elections, and the role of political parties
4. the precious liberties enjoyed by the citizens of the United Kingdom
5. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
6. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

7. the functions and uses of money, the importance and practice of budgeting, and managing risk.

Culture

- a) Beliefs
- b) Global issues
- c) Practices and belonging
- d) Relationship and lifestyle
- e) Ethics
- f) Media
- g) Science and religion

Coverage of the curriculum KS3

Fake News, misinformation, disinformation and critical thinking

Multiculturalism

No Deal Brexit

Politics and UK Government

Refugees, Migration Human Rights

Religion and Community Cohesion

Religious tolerance

Trade Unions

Unicef and United Nations

Volunteering

Women's Rights

Artificial intelligence and society

Digital democracy, online influence, cybercrime, climate responsibility, financial scams and extremism awareness

19.KS4 & 5

PSHE:

- Personal Action Planning
- Drugs Education
- Sex and Relationship Education
- Personal Finance
- Online banking, fraud prevention, gambling awareness, cryptocurrency risks, buy-now-pay-later schemes and digital spending habits
- Emotional Wellbeing
- Healthy Lifestyles
- Making Informed Career Choices
- Applying for Jobs and Courses
- Relationships, Behaviour and Practices in the Workplace
- Personal Safety (physical, emotional, and online)
- Being a Critical Consumer
- Introduction to Diversity, Prejudice and Discrimination

Citizenship and Community (taught within PSHE and Employability)

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally, and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom Citizenship
- local, regional, and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious, and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

20. Coverage of the curriculum KS4 & 5 Employability

Mandatory units

Understanding Mindset (J/506/7234)

Optional units

Understanding Your Customers (J/502/3590)

Understanding Motivation (L/502/3591)

Dealing with Your First Days at Work (R/502/3589)

Business and Customer Awareness (T/502/3584)

Setting Yourself Targets (H/502/3595)

Managing Your Time (K/502/3596)

Handling Information at Work (M/502/3597)

How to Keep Improving (R/502/3592)

Presenting Information (Y/502/3593)

Developing Assertiveness (H/506/8777)

Introduction to Independence (K/506/8778)

Problem Solving at Work (A/502/3585)

Creative Thinking (A/502/3599)

Coping with Change (T/502/3598)

Taking Part in a Project (K/502/3601)

ICT for Employment (M/502/3602)

Identifying Processes and Procedures at Work (A/502/3604)

Following Instructions (F/502/3605)

Understanding Personal Finance (J/502/3606)

Tackling Number Problems (R/502/3608)

Working in a Team (F/502/3586)

Working With Colleagues (L/502/3610)

Being Managed by Others (Y/502/3612)

Using Social Media in the Workplace (F/506/7233)

Using Online Collaborative Workplace Tools (L/506/7235)

Using Telephones in the Workplace (L/506/8790)

Understanding Conflict at Work (Y/502/3609)

Meetings in the Workplace (Y/506/8789)

Job and Training Search Skills (D/502/3613)

Job Application Skills (H/502/3614)

Interview Skills (K/502/3615)

Writing a CV (J/502/3038)

Being Safe and Healthy at Work (M/502/3616)

Health and Well-Being in the Workplace (T/506/8783)

Disclosing an Offence (M/508/0897)

Working with Colleagues (A/502/3571)

ICT for Employment (D/502/3563)

Job Search Skills (D/502/3577)

Dealing with Your First Days at Work (J/502/3539)

Following Instructions (K/502/3565)

How to Keep Improving (R/502/3544)

Working in the Community as a Volunteer (J/506/9100)

21. Spiritual, Moral, Social and Cultural development Across the Curriculum

In PSHE, spiritual, moral, social and cultural topics are raised. Likewise, through Citizenship and Employability. However, it is the expectation that SMSC is embedded across the whole school curriculum and follows the definition of SMSC from the Ofsted School inspection handbook November 2019:

The **spiritual** development of students is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

At Roselyn House School , outcomes of spiritual development are seen in students' improving knowledge of the central beliefs, ideas and practices of major world religions and philosophies. They begin to cultivate an understanding of how people have sought to explain the universe through various myths and stories, including religious, historical

and scientific interpretations. Students are introduced to beliefs which are held socially. They are encouraged to increase their ability to give some account of these and to derive values from them. Through doing so our students demonstrate behaviour and attitudes which derive from such knowledge and understanding and from social conviction, and which show awareness of the relationship between belief and action. They begin to give a social response to questions about the purpose of life, and to the experiences of e.g. beauty and love or pain and suffering.

Cross Curricular elements may include:

Art – the study of artists and their spiritual and cultural domains

English – including a wide range of literature, including stories, poetry and plays and debate

Outdoor Education and visits – the beauty of nature.

The **moral** development of students 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 doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

We will demonstrate moral development by our students gaining knowledge of the language and ideas of morality. They will look at local, national and world issues such as the individual and the community, rights, duties and responsibilities, war and peace, human rights, exploitation and aid, medical issues, environmental issues and equal opportunities. They will be encouraged to act and behave in accordance with such values, including the skills of making moral decisions and forming moral judgements. They will take part in moral discussions, with the desire to persuade, combined with respect for and listening to, others' viewpoints whilst understanding the value of doing so. Our students will be encouraged to understand the consequences of their and others' behaviour and actions and develop the ability to recognise the difference between right and wrong and readily apply this understanding to their own lives, and in doing so, respect the civil and criminal law of England. Social values will be modelled in relation to interpersonal skills and relationships with others and be expected to develop tolerance, respect for persons and property including truthfulness, compassion, co-cooperativeness, sensitivity, love and empathy. In doing so students will look at improving their self with reference to such aspects as: self-awareness, self-confidence, self-esteem, self-control, self-reliance, self-respect, self-discipline and responsibility.

Cross curricular elements may include:

English/Drama – whereby students may explore such concepts as conflict, tension, love and hate.

Science – including the ways in which scientific discovery and technological development might cause moral problems and dilemmas e.g. genetics, pollution, atomic power, greenhouse effect, conservation, organic farming, fertilizers etc
SEAL/ Adulthood Pathway- developing and recognising aspects of self in order to progress and learn strategies to manage self for the future in society.

The social development of students 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 religions, ethnic and socio- economic backgrounds
- 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
- 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Students are encouraged consistently to improve their social development and will be introduced to the ways in which society functions and are organised, from the family to the school and thence to wider groupings (local, national, international). As a result of this they will develop a wider understanding of how individuals relate to each other and to the institutions, structures and processes of society, and of how what is learnt in the curriculum relates to life in society. This will increase the value of what is learnt and their attitudes and reasoning behind it. Students will be offered strategies to encourage their capacity to adjust to a range of social contexts by appropriate and sensitive behaviour. They will be introduced to new skills which may include taking on, as appropriate, the roles of leader and team worker, exercising responsibility initiative and co-operation. They will be introduced to activities which will lead to working and socialising with students from different religions, ethnic and socio-economic backgrounds. Opportunities will be provided for students to participate in a variety of communities and social settings e.g. volunteering, cooperating with others and being able to resolve conflicts effectively. Skills such as the ability to make a strong social contribution to the well-being of social groups and to form effective relationships with them will be introduced. Students at Roselyn House School will be expected to develop acceptance and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of people with different faiths and beliefs. They will continue to develop skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cross curricular elements may include:

PE and Outdoor Education – including the need for rules and the need to abide by them. Working in groups can promote learning how to share, acknowledgement of the members of the group and their skill and role within the group.

Mathematics – including how numerical and mathematical ideas can be used as a means of communication, Also the need for numerical competency as a survival skill.

English/Drama/Speaking and Listening – including role play, whereby students can explore their own beliefs and feelings and their relationship with others.

The **cultural** development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio- economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities

Roselyn House School will encourage cultural development by providing our students with the knowledge of the nature and roots of their own cultural traditions and practices, be these religious, social, aesthetic, ethnic, or political, and also of the key features of other major cultural groups within their own society. They will gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and valued in continuing to develop Britain. They will be provided with the opportunity to participate in and respond positively to artistic, sporting and cultural opportunities. Opportunities will be provided to further develop understanding of the diversity of religious, social, ethnic and political traditions and practices both nationally and internationally in order to facilitate an essential element of the preparation for life in modern Britain. They will experience a social response and accomplishment in a range of cultural fields. These will include literature, both prose and verse, music, technology, including information technology, art and design, and physical movement, including dance and sport. Students will develop a capacity to relate what they learn, in school generally and in particular areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements. They will be encouraged to develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, respect, accept and celebrate diversity, as shown in their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Cross curricular elements may include:

Visits to museums, exhibitions, theatre which encourage an appreciation of culture.
Art and Design – including development of creative and aesthetic skills, experience of different two dimensional and three-dimensional media, appreciation of artistic culture,

the impact of graphical design on the 20th Century, appreciation of works of art judged to be outstanding from different times and places.

Information Technology – including the impact that the information revolution and technological explosion have had in the 20th Century culture e.g. on communication, language, leisure, business, employment, the home, health and medical care and disability.

Creative Mindfulness – Including art and creativity from a variety of cultures and countries, links with different community groups and projects and exploration of thoughts and feelings linked to SEAL/ Tutor Time/ Mentor Sessions

22. Monitoring Arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by **Mr Jack Birkenhead** (*Headteacher*) in consultation with the wider school community.

23. Linked Policies

This Policy is linked to the following policies and documents:

- Curriculum Policy
- Marking and Assessment
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Restrictive Physical Intervention Policy
- Equality Policy, Mental Health and Wellbeing Policy, Supporting Pupils with Medical Conditions Policy, Pathway to Adulthood Policy and Relationships and Sex Education Policy, where separate