

## **SMSC in Personal, Social, Health and Economic Education 2023**

Please see below to see some of the many ways Spiritual, Moral, Social and Cultural education is incorporated into the PSHE curriculum.

### **Spiritual**

- Understanding how physical, intellectual, emotional and social wellbeing (PIES) can affect a person's general sense of well-being.
- Learning how to be kind to themselves and learning healthy, non-harmful, ways to deal with stress.
- Recognising factors that affect self-concept, such as age, appearance, family background, education.
- Understanding how a healthy balance of PIES can affect how a person responds to expected and unexpected life events (link to developing emotional resilience).
- Understanding self-esteem and the link between positive self-esteem/self-confidence and success both academically and personally.
- Understanding how physical and mental health are closely linked; keeping a healthy body and a healthy mind.
- Investigating links between legal and illegal drug use and mental health problems.
- Understanding how positive parenting contributes to a happy family life.
- Considering the possible physical and emotional consequences of starting a sexual relationship at a young age, including teenage pregnancy.
- Understanding the effect of hormones on the body and brain.
- Investigating the importance of getting enough sleep and its impact on the body and brain.
- Understanding the impacts of homophobic bullying on self-esteem and identity.
- Understanding how body image can affect people in different ways and some problems that it can cause.
- Signposting organisations that can help young people deal with sex and relationship issues.
- Investigating the roles of different charities and organisations dealing with mental health or relationships (e.g. 'Mind', 'Relate').
- Recognising the importance of financial wellbeing: the benefits of earning your own money; the importance of budgeting for the future and avoiding debt.
- Appreciating the benefits of a healthy work/life balance.

### **Moral**

- Considering what makes a person a good or a bad parent, friend or employer.
- Understanding how to resist peer pressure in a variety of scenarios.
- Understanding laws concerning drug use, sexual consent and discrimination.
- Debating issues of a controversial or sensitive nature (e.g. attitudes towards contraception; pornography; FGM; political and religious extremism).
- Studying the lives or careers of people who have made difficult moral decisions.
- Debating issues surrounding wealth inequality, taxation, social protection and workers' rights.

### **Social**

- Understanding how arguments can be resolved between parents and children and with their peers by being assertive.
- Considering the impact of bullying on the victim and the role of bystanders on perpetuating bullying (including cyber bullying).
- Knowing what behaviour is appropriate and inappropriate in online scenarios.

- Understanding the causes and consequences of different types of prejudice in society and in the workplace.
- Recognising potentially abusive behaviour in relationships.
- Understanding the positive and negative potential consequences of modern technology, including social networking.
- Understanding power relations in relationships and how an imbalance of power can lead to abuse. Understanding healthy behaviours, pressures in
- relationships.
- Understanding the importance of consent and respect in a healthy relationship.
- Different types of legal adult relationships (marriage, cohabitation, civil partnerships) and how they might contribute to personal wellbeing.
- The link between PIES and the world of work; building positive professional relationships; recognising personal worth and achievements (writing a CV,
- applying for jobs).
- Investigating some of the social effects of drug use, in particular alcohol and cigarettes.
- Evaluating the dangers of so-called 'legal highs' and whether some drugs are less harmful than others.

## Cultural

- Studying positive and negative stereotyping in the culture and how they are related to sexism, racism, homophobia, ableism and religious prejudice.
- Investigating how the media and advertising can promote unhealthy images and help to promote unhelpful stereotypes.
- Considering how the global nature of the internet can help to promote positive images of women, gay people, disabled people and how it can help
- raise awareness of issues surrounding equality and tolerance (e.g. race and religion).
- Thinking about Bristol's role in the slave trade and how its involvement can be recognised and the victims remembered.
- Understanding how fashion magazines and the media promote unrealistic ideas of what makes the 'perfect body'.
- Discussing issues related to extremism; what causes people to have extremist views? What can be done to stop them from having extremist views?
- Exploring and critiquing different cultural attitudes towards sexual behaviour and relationships.
- Understanding the importance of democracy and how political parties represent a variety of political viewpoints.
- Understanding the difference between cultural and religious practices and how they relate to British values and individual liberties.
- Understanding how the British governments spend revenue raised through taxation – origins and extent of social protection and the welfare state.

## PSHE SMSC Audit 2023

| SMSC                                                                   | Requirement                                                           | PSHE key examples                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>300. Provision for the spiritual development of pupils includes</b> | <b>ability to be reflective about their own beliefs (religious or</b> | Y7 – What do respectful relationships look like? Is drinking alcohol acceptable?<br>Y8 – What do healthy family relationships look like? Who am I, what's my identity?<br>Y9 – How can I lead a healthy lifestyle? Why do some people use drugs?<br>Y10 – How can I support my own emotional wellbeing? How can we live in more cohesive communities? How can I practice safe sex? |

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| <b>developing their:</b>                                                             | <b>otherwise) and perspective on life</b>                                                                                                                                                                                        | Y11 – What factors are important to me in my career choice? How much financial risk am I willing to take?                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                      | <b>knowledge of, and respect for, different people's faiths, feelings and values</b>                                                                                                                                             | Y7 – What do respectful relationships look like? Is drinking alcohol acceptable?<br>Y8 - What do healthy family relationships look like? Who am I, what's my identity?<br>Y9 – How can I lead a healthy lifestyle? Why do some people use drugs?<br>Y10 – How does discrimination and prejudice affect communities? How will I know when I am ready to start a sexual relationship?<br>Y11 - What factors are important to me in my career choice?                                                                                |
|                                                                                      | <b>sense of enjoyment and fascination in learning about themselves, others and the world around them</b>                                                                                                                         | Y7 – How can I have a good relationship with myself? What do respectful relationships look like?<br>Y8 – What do healthy family relationships look like? Who am I, what's my identity?<br>Y9 – How can I lead a healthy lifestyle? Why do some people use drugs?<br>Y10 – How can I support my own emotional wellbeing? How can we live in more cohesive communities? How can I practice safe sex?<br>Y11 – What factors are important to me in my career choice? How much financial risk am I willing to take?                   |
|                                                                                      | <b>use of imagination and creativity in their learning</b>                                                                                                                                                                       | All years – Discussion and debates<br><br>Y7 – Creative writing about respectful relationships, and information leaflets about drug use.<br>Y8 – Creating posters about identity and respect.<br>Y9 – Creation of healthy menus and nutrition plates.<br>Y10 – Posters relating to cohesive communities, leaflets of STIs<br>Y11 – Peer lead mock interviews                                                                                                                                                                      |
|                                                                                      | <b>willingness to reflect on their experiences</b>                                                                                                                                                                               | Y7 – What do respectful relationships look like? Is drinking alcohol acceptable?<br>Y8 – What do healthy family relationships look like? Who am I, what's my identity?<br>Y9 – How can I lead a healthy lifestyle? Why do some people use drugs?<br>Y10 – How can I support my own emotional wellbeing? How can we live in more cohesive communities? How can I practise safe sex?<br>Y11 – What factors are important to me in my career choice? How much financial risk am I willing to take?                                   |
| <b>301. Provision for the moral development of pupils includes developing their:</b> | <b>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</b> | Y7 – How can I respond to bullying? Are all drugs bad (cannabis use debate)?<br>Y8 – What do healthy family relationships look like? What are the protected characteristics? How does British law work?<br>Y9 – How can I lead a healthy lifestyle? Where can I get help for drug use and other related crimes?<br>Y10 – How does the law protect people in diverse communities? What is the age of consent? Is hate speech included in freedom of speech?<br>Y11 – What legal responsibilities do credit users and lenders have? |
|                                                                                      | <b>understanding of the</b>                                                                                                                                                                                                      | Y7 – How can I respond to bullying? What are the penalties for drug possession and use?<br>Y8 – What are the roles of parents and carers? How and when is the Equalities                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                                       | <b>consequences of their behaviour and actions</b>                                                                                                                                                   | <p>Act enforced?</p> <p>Y9 – What are the consequences of unhealthy actions e.g. eating and sleeping?</p> <p>What are the consequences of abusing drugs?</p> <p>Y10 – What are the consequences of unprotected sex, and other risky sexual behaviours? How can you manage your stress? What impact do stereotypes have on communities?</p> <p>Y11 – Why is a job reference important? What is the impact of failing to pay off debt?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                       | <b>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</b>                        | <p>Y7 – What role does a bystander have in bullying? Should cannabis be legalised? How should society respond to addiction?</p> <p>Y8 – What is appropriate behaviour in a family dynamic, including punishment and consequences? What responsibilities do we have to challenge harmful stereotyping? Who should be allowed to vote?</p> <p>Y9 – What is the impact of fatphobia? What impact does recreational drug use have on society?</p> <p>Y10 – What impact does shame have on emotional health? How should we respond to discrimination? Why do people choose (not) to marry? Should sex only happen within marriage?</p> <p>Y11 – What responsibilities do loan companies have? What is more important in a career – money or purpose?</p>                                                                                                                                                                                                                                   |
| <b>302. Provision for the social development of pupils includes developing their:</b> | <b>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</b> | <p>All years – group work, peer feedback, discussion and oracy stems, mixed seating plans, classroom role (explainers, readers, peer classwork helpers), mock interviews</p> <p>Y7 – How to have respectful relationships. How to recognise and respond to the emotions of others.</p> <p>Y8 – What relationships exist within families? What are stereotypes and how do they affect us?</p> <p>Y9 – How do we determine what is healthy? What role do alcohol, cannabis and other drugs have in communities?</p> <p>Y10 – How can we support each other's mental wellbeing? How can we communicate about sex and consent? What values are important within romantic relationships? How can we identify our own implicit biases and prejudices? Why is education and connection across cultures important?</p> <p>Y11 – What is required of a CV, application form and letter of application? What presentation skills are important at an interview?</p>                             |
|                                                                                       | <b>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</b>           | <p>All years – group work, peer feedback, discussion and oracy stems, mixed seating plans, classroom role (explainers, readers, peer classwork helpers), mock interviews, restorative conversations.</p> <p>Y7 – How to have respectful relationships? How to recognise and respond to the emotions of others?</p> <p>Y8 – What relationships exist within families? What are stereotypes and how do they affect us?</p> <p>Y9 – How do we determine what is healthy? What role do alcohol, cannabis and other drugs have in communities?</p> <p>Y10 – How can we support each other's mental wellbeing? How can we communicate about sex and consent? What values are important within romantic relationships? How can we identify our own implicit biases and prejudices? Why is education and connection across cultures important?</p> <p>Y11 – What is required of a CV, application form and letter of application? What presentation skills are important at an interview?</p> |
|                                                                                       | <b>acceptance of and engagement with the</b>                                                                                                                                                         | <p>All years – classroom expectations and how they apply to all, opportunities for all to share their answers and opinions and the obligation to actively listen and challenge or discuss respectfully.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                                    | <p><b>fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</b></p> | <p>Y7 – How to foster respectful relationships. Why can adults choose to consume legal yet harmful drugs (alcohol, nicotine)?</p> <p>Y8 – How does British Law and voting work? How should I treat people who are different to me? What are the benefits of living in multiculturalism?</p> <p>Y9 – What cultural norms exist around healthy living and drug use? What is the difference between government advice and law? Should people who make unhealthy choices have access to the NHS?</p> <p>Y10 – How does prejudice impact the health of ourselves and communities? What rights do we have from UNDHR and the Equalities Act 2010? When is consent given, and when is it withdrawn?</p> <p>Y11 – What skills will be useful to my chosen career? How is tax calculated and who pays it?</p> |
| <p><b>303.</b><br/>Provision for the cultural development of pupils includes developing their:</p> | <p><b>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</b></p>                                                                                                                                                                                    | <p>Y7 – Who am I? What communities am I part of?</p> <p>Y8 – Who are my family and how have they impacted me? What is my identity and how can I respect the identities of others?</p> <p>Y9 – What is considered healthy and why is healthy different around the world? How and why is drug use and legality different globally?</p> <p>Y10 – What is it like to grow up in a multicultural city and attend a multicultural school? How can we work against discrimination? What are my views of relationships and sex? Where do these come from?</p> <p>Y11 – What values are important to me in my future career?</p>                                                                                                                                                                              |
|                                                                                                    | <p><b>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</b></p>                                                                                                                                        | <p>Y7 – Who am I? What communities am I part of?</p> <p>Y8 – Who are my family and how have they impacted me? What is my identity and how can I respect the identities of others?</p> <p>Y9 – What is considered healthy and why is healthy different around the world? How and why is drug use and legality different globally?</p> <p>Y10 – What is it like to grow up in a multicultural city and attend a multicultural school? How can we work against discrimination? What are my views of relationships and sex? Where do these come from?</p> <p>Y11 – What values are important to me in my future career?</p>                                                                                                                                                                              |
|                                                                                                    | <p><b>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and</b></p>                                                                                                                                                                                                             | <p>Y7 – Which diverse communities am I part of? What are respectful relationships?</p> <p>Y8 – What are multicultural families? How is religion practised in different families?</p> <p>Y9 – What is considered healthy and why is healthy different around the world? How and why is drug use and legality different globally?</p> <p>Y10 – What is it like to grow up in a multicultural city and attend a multicultural school? How can we work against discrimination? What are my views of relationships and sex? Where do these come from?</p> <p>Y11 – What values are important to me in my future career?</p>                                                                                                                                                                               |

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|  | <b>socio-economic communities</b>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | <b>knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</b>                                                                                                                                                                                                          | <p>Y8 – How does British Law work? Democracy, Parliament and the Judiciary.</p> <p>Y9 – Drug laws and the cannabis debate</p> <p>Y10 – Equalities Act 2010, Sexual offences Act inc. up-skirting,</p> <p>Y11 – Voter registration and credit scores.</p>                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</b>                                                                                                                                                                                                                                               | <p>Y7 – Creative writing and role plays about respectful relationships</p> <p>Y8 – Creating posters about identity and respect.</p> <p>Y9 – How does exercise impact mental and physical health? Why do some athletes use steroids?</p> <p>Y10 – Posters relating to cohesive communities. Understanding cultural appreciation and appropriation. How does art support wellbeing?</p> <p>Y11 – Are artistic careers a waste of time?</p>                                                                                                                                                                                |
|  | <b>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</b> | <p>Y7 – Who am I? What communities am I part of?</p> <p>Y8 – Who are my family and how have they impacted me? What is my identity and how can I respect the identities of others?</p> <p>Y9 – What is considered healthy and why is healthy different around the world? How and why is drug use and legality different globally?</p> <p>Y10 – What is it like to grow up in a multicultural city and attend a multicultural school? How can we work against discrimination? What are my views of relationships and sex? Where do these come from?</p> <p>Y11 – What values are important to me in my future career?</p> |