DDAT
Derby Diocesan Academy Trust

PSHE and SMSC Policy May 2026

All Saints CE Infants and Junior school

Bakewell CE Infants

Darley Churchtown CE Primary

St. Giles CE Primary and Nursery

New or Updated	Updated
Updated Page 3 under relationships added challenging gender stereotypes, misogyny and discrimination, Page 3 under learning added challenge harmful attitudes such as misogyny, prevent abuse and coercion. Page 4 under legislation - Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025 for introduction September 2026); Page 4 under curriculum overview – added Personal safety and age appropriate risk awareness	April 2026 -

Page 5 under social responsibility added the diversity of families and relationships in modern Britain, including same-sex parents and relationships, in line with equality duties Page 5 under health and wellbeing added Scams and fraud, online coercion and exploitation Responding to grief and loss (age appropriate)	

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PSHE and SMSC Policy

1. Introduction

This policy outlines the expectations for Personal, Social, Health and Economic (PSHE) education and Spiritual, Moral, Social, and Cultural (SMSC) development across the schools within the Trust. It aims to foster flourishing and the holistic development of every child, ensuring they are prepared for life and work in modern Britain, underpinned by the values of dignity, respect, inclusivity, integrity, courage, excellence and community as informed by our shared Christian ethos and commitment to flourishing together as one community. Our provision for PSHE and SMSC is key to the realisation of our vision that every child and young person embrace “life in all its fullness” John 10:10.

2. Vision and Aims

Our Vision for Derby Diocesan Academy Trust is to nurture and empower everyone to reach their fullest potential, supporting each other on this journey. Inspired by the teachings of Jesus Christ, we cultivate a vibrant learning community where children and young people flourish academically, emotionally, and spiritually. Our mission and vision flow from the Church of England’s vision for education, which emphasises the development of wisdom, knowledge, and skills; hope and aspiration; community and living well together; and dignity and respect. Together, as a community rooted in Christian faith and education, we embrace the abundant possibilities of “Life in all its fullness”.

Our vision is therefore to nurture flourishing individuals who grow academically, socially, emotionally, and spiritually. Using the 5 domains of flourishing advocated in the National Society for Education’s *Our Hope for a Flourishing Schools System,* the provision of PSHE and SMSC will ensure that all students:

- Build positive **relationships** with peers, teachers, and the wider community.

- Develop a love of **learning**, both in and outside the classroom.
- Consider their **purpose** in life, with an emphasis on their role as responsible citizens.
- Achieve optimal **wellbeing**, cultivating resilience and healthy mental attitudes.
- Have access to appropriate **resources** that enhance their development, including emotional, spiritual, and physical support.

Core Values

Our approach to PSHE and SMSC is rooted in the five domains of flourishing:

- **Relationships**:
  We believe that fostering healthy relationships is at the heart of personal and social development. Through PSHE and SMSC, students will learn how to form and maintain meaningful relationships, demonstrate empathy, and resolve conflicts in a constructive manner. This includes building an understanding of healthy friendships, positive peer influence, challenging gender stereotypes, misogyny and discrimination, and respectful interactions.
- **Learning**:
  PSHE and SMSC provide the foundation for a lifelong love of learning. By integrating spiritual, moral, social and cultural education into everyday teaching, we aim to inspire curiosity, critical thinking, and a sense of purpose in learning. Students will explore issues that affect their lives, which will enable them to make informed decisions, challenge harmful attitudes such as misogyny, prevent abuse and coercion and set meaningful goals for the future.
- **Purpose**:
  A key element of PSHE is helping students find their purpose, both in the context of their school life and beyond. We encourage pupils to engage with issues related to social justice, ethical living, and active citizenship. By embedding Christian values of service, compassion, and stewardship, students will gain a deeper sense of their role in society and the world.
- **Wellbeing**:
  Mental, emotional, and physical wellbeing are integral to student success. Our PSHE and SMSC provision will provide opportunities to discuss mental health, resilience, self-care, and stress management. Students will be encouraged to develop a positive self-image, to understand and manage their emotions, and to seek support when needed.
- **Resources**:
  Effective PSHE and SMSC provision relies on the resources available within the school community. These include knowledgeable staff, external partners (e.g., healthcare professionals, youth workers, faith leaders), and a supportive physical and digital environment. The Trust ensures that all schools have the necessary tools to promote personal development in all students.

3. Legislation

Documents that inform the Trust's PSHE/SMSC policy include:

- Education Act (2002);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2025);
- Children and Social Work Act (2017);
- DDAT Safeguarding Policy (DDAT)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025 for introduction September 2026);
- PSHE Association – PSHE Education Programme of Study (Key Stages 2 and 4);
- Good careers guidance: Reaching the Gatsby Benchmarks.
- Online Safety Policy (DDAT)
- Behaviour Policy (Partnership)
- Anti-bullying Policy (Partnership)
- Health and Safety Policy (DDAT)
- Inclusion Policy (DDAT)
- External Speakers (Partnership)
- Dfe Enrichment Benchmarks (June 2026)
- Department for Education (2026) *Background supporting the enrichment framework for schools and colleges*. Available at: https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/background-supporting-the-enrichment-framework-for-schools-and-colleges (Accessed: 15 September 2026).

4. Curriculum Overview

The PSHE and SMSC curriculum will cover the following key areas:

- **Personal Development**
  - Self-awareness and self-esteem
  - Managing emotions and relationships
  - Personal hygiene and health education
  - Goal setting and aspirations
  - Personal safety and age appropriate risk awareness
- **Social Responsibility**
  - Developing a sense of social justice
  - Understanding diversity and inclusion

- The role of faith in social responsibility (for Church of England schools)
- Developing leadership skills and working collaboratively
- The diversity of families and relationships in modern Britain, including same-sex parents and relationships, in line with equality duties

- **Health and Wellbeing**
  - Emotional health, mental health awareness, and resilience
  - Understanding healthy lifestyles, including physical activity and diet
  - Internet safety and digital wellbeing
  - Scams and fraud, online coercion and exploitation
  - Responding to grief and loss (age appropriate)
- **Citizenship and Ethics**
  - Rights and responsibilities in the community and wider society
  - Exploring moral dilemmas and ethical issues
  - Promoting sustainability and care for the environment
  - Promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs
- **Spiritual Development**
  - Reflection, prayer, and contemplation (for Church of England schools)
  - Developing an understanding of different worldviews
  - Exploring questions of meaning and purpose
  - Developing a sense of awe and wonder
  - Developing empathy, curiosity, and the ability to reflect and pause
  - Exploring a sense of self and place within the world and responding to the big questions in life – such as those of life, death, suffering

5. Implementation

PSHE

- Curriculum resource e.g. Jigsaw/PSHE association and planning
- Key themes in the curriculum
- Implementation of the curriculum – pedagogy, etc
- Use of visiting speakers
- Space for pupils to ask and have questions answered

- Links to safeguarding and the curriculum as a tool to empower pupils with knowledge about what a healthy relationship is/isn't, peer-on-peer abuse, when appropriate sexual violence and harassment, keeping safe online
- Inclusion – including arrangements and adaptations for pupils with SEND
- Approaches to assessment

Curriculum Intent and Planning

The schools within the Matlock and Dales Primary Partnership use PSHE Matters as the core curriculum resource to ensure that all statutory Relationships, Sex and Health Education (RSHE) requirements are fully met. Our planned curriculum provides a coherent and progressive curriculum, enabling all pupils to revisit key themes at increasing levels of depth, maturity and sensitivity.

Our intended curriculum is structured around 12 modules (including Relationships, Being Safe, Exploring Emotions and Difference and Diversity), which are carefully sequenced from EYFS through to Key Stage 2. This ensures a coherent progression of knowledge, skills and understanding, while allowing flexibility to respond to the needs of each school community.

Key Curriculum Themes

Through PSHE Matters, pupils develop understanding across key themes, including:

- Relationships and respectful behaviour
- Physical and mental health and wellbeing
- Living in the wider world, including economic understanding
- Personal safety and online safety
- Identity, equality and diversity

These themes are revisited regularly through the cyclical curriculum to support learning and deepen understanding over time.

Implementation and Pedagogy

The PSHE curriculum is delivered by trained teachers every week, through participative, interactive and age-appropriate approaches. Staff use a wide range of strategies drawn from *PSHE Matters*, including:

- Discussion-based and scenario-led learning
- Role play and distancing techniques to explore sensitive issues
- Collaborative activities and problem-solving tasks
- Reflection and structured opportunities for pupil voice

Lessons are carefully sequenced, begin with pupils' prior knowledge and promote the development of knowledge, skills and values within a safe, supportive environment.

Children's thought is learning is captured in a variety of ways (and this is being further explored this year).

Enrichment

This is informed from the Department for Education's *Background supporting the enrichment framework for schools and colleges* (DfE, 2026).

> 'Enrichment in schools and colleges encompasses a wide range of activities and experiences that exist beyond the curriculum, either linked directly to the curriculum (co-curricular), or covering skills, knowledge and activities that work in addition to it (extra-curricular). Enrichment can support children and young people with their personal development, allowing them to explore their interests, try new activities and have fun, alongside developing skills and knowledge that can help with transitions and future readiness' (DfE 2026).

Our Enrichment offer includes opportunities across:

- civic engagement, for example volunteering, debating, school and college democracy, community engagement
- arts and culture, for example, taking part in and having live experience of music, art, dance, theatre, other expressive arts, visits to museums and galleries
- nature, outdoors and adventure, for example time outdoors, climate education and sustainability projects, gardening, residentials and camps
- sport and physical activities, for example participating in individual and team sports, physical activities like dance, fitness activities or cycling, representing the school or college, attending live events
- developing wider life and future skills, for example digital literacy, STEM clubs, enterprise, cooking, and managing finances
  (DfE, 2026)

Our carefully planned enrichment offer links to our PSHE policy and allows children to further explore their personal development through well-planned activities which support the children's social, personal and emotional development. These can be found detailed in our enrichment offer.

Use of Visiting Speakers

Visiting speakers and external agencies are carefully used to enhance and enrich our curriculum, providing specialist knowledge and real-life context. Each school follows our established External Speakers policy to ensures that:

- External contributions supplement, not replace, teacher-led delivery;
- The shared is age-appropriate and aligned with the curriculum;

- Sessions are carefully planned, quality assured and supervised by our school staff.

Pupil Voice and Questioning

PSHE lessons provide a safe and structured environment where pupils are encouraged to ask questions and explore sensitive issues. This is supported through:

- Agreed ground rules for discussion;
- Structured discussion and reflection

Our trained staff respond with accurate, age-appropriate information and ensure all pupils feel respected and supported.

Our trained staff support all children, regardless of background, to continually reflect on the planned 'Reflection Questions' within each module of learning.

Safeguarding and the Curriculum

PSHE is a key component of the school's safeguarding provision. Through *PSHE Matters*, pupils are taught about:

- Healthy and unhealthy relationships
- Peer-on-peer abuse, including bullying and online harm
- Sexual violence and harassment (age-appropriate)
- Consent, privacy and personal boundaries
- Online safety and risk awareness

In addition, staff have worked with children, parents and a strong understanding of our locality to identify the following additional areas:

All Saints CE Infants	All Saints CE Junior	Bakewell CE Infants	Darley Churchtown	St. Giles
Roads	Roads (including safe cycling)	Roads	Roads	Roads
DA	DA	DA	DA	DA
Water safety	Water safety	Water safety	Water safety	Water safety
Railway lines	Railway lines		Railway lines	Railway lines
Fire safety	Fire safety	Fire safety	Fire safety	Fire safety
Online safety (mobile	Online safety (mobile	Online safety (mobile	Online safety (mobile	Online safety (mobile

communicatio ns)	communicatio ns)	communicatio ns)	communicatio ns)	communicatio ns)

Our curriculum enables children to recognise risk, understand boundaries and seek help from trusted adults, supporting a whole school safeguarding approach.

Inclusion and SEND

The PSHE curriculum is fully inclusive and all teachers adapt the planned curriculum to meet the needs of all learners. Staff:

- Use adaptive teaching strategies, including scaffolding and flexible grouping;
- Provide tailored resources and structured support
- Ensure learning reflects diverse backgrounds and experiences
- Use safe participation strategies, including non-verbal and anonymous contributions

This ensures that all pupils, including those with SEND, can access and engage meaningfully with the curriculum.

SMSC – Spiritual, Modal, Social and Cultural Education

Section 78 of the Education Act (2002) requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils.

The following elements are constituent parts of SMSC:

	School provision/activities
Spiritual	Collective Worship, daily meet and greet as part of registration time, school singing practice, spiritual moments of awe/ow/wows/nows, RE, Picture News.
Moral	School social responsibility, student leadership opportunities including sports leader, school council, worship team and Eco Team, community service, courageous advocacy/justice via considered fundraising
Social	Pastoral provision (Inclusion Team), after-school/lunchtime club provision, residential opportunities, trips and enrichment, house system (please see each school's Enrichment Offer)
Cultural	Music, Art, Drama, Languages and enrichment activities, history and RE curriculum (please see each school's Enrichment Offer)

6. Assessment

Assessment in PSHE is ongoing, formative and focused on individual progress. Each school uses a range of approaches, including:

- Baseline assessment to identify prior knowledge and misconceptions;
- Ongoing assessment through observation, discussion and pupil responses;
- Summative reflection activities using Reflective Questions from each module;

The impact of PSHE and SMSC education will be monitored through:

- **Regular evaluations** of pupil engagement and wellbeing surveys.
- **Teacher assessments** of personal and social development.
- **Feedback from pupils and parents** to ensure the curriculum meets the needs of the community.
- **Review** of the PSHE and SMSC provision by the SSIO team and sharing of best practice.

7. Professional Development

Staff will receive regular training on the delivery of PSHE and SMSC, ensuring they are equipped to address sensitive issues with care, respect, and professionalism. Staff will also be supported to model positive relationships and wellbeing in their own practice.

8. Partnership with Parents and the Community

Engaging parents and the wider community in the PSHE and SMSC curriculum is essential. Parents will be kept informed about the curriculum and are encouraged to participate in workshops and discussions. External partnerships with local charities, faith leaders, and healthcare professionals will further enrich the programme. The work of schools to engage with courageous advocacy, the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard, and engaging with change, is one expression of this partnership work in the community, be it local, regional, national or global.

DDAT is committed to fostering the personal, social, and emotional development of every student. By focusing on the five domains of flourishing: **relationships, learning, purpose, wellbeing and resources**, we aim to create well-rounded individuals who are ready to thrive in school and beyond. Our PSHE and SMSC provision ensures that students leave school not only academically equipped but also socially, emotionally, and spiritually prepared for the challenges of the world.