



Maiden Erlegh
School in Reading

Provision for Personal, Spiritual, Moral, Social and Cultural Development (PSMSC)



PSMSC

Personal, Spiritual, Moral, Social, Cultural development
(incorporating PSHE)

Four complementary and overlapping themes

Staying Safe and Healthy

Sex and Relationships ed.
Healthy eating
Healthy lifestyle & exercise
Healthy self-Image
Positive mental health
Drug and alcohol education
Road safety
E-safety

Protection from exploitation
Protection from radicalisation



Living as Citizens of Britain

Understanding Democracy
The importance of the rule of law
Equality
Tolerance and respect
Individual Liberty (FBV)

Community cohesion
Celebrating cultural and religious diversity
Volunteering and making a positive contribution
Rights and responsibilities



Positive Relationships

1) With myself...
Self-awareness and emotional intelligence
Valuing myself
Enjoying my learning.
Solving problems
Developing resilience and learning from failure

2) With Others...
Peer pressure
Dealing with Bullying
Sex & rel ed.



Preparing for the Future

Personal financial literacy
Options advice
Careers advice
Work related learning
Work experience
College applications
Applying for work
Revision techniques

Developing good habits for the work place.

- Efficiency
- Punctuality
- Appearance

5 Embedded Competences:

C: Citizenship

L: Learning

I : Managing Information

P: Relating to People

S: Managing Situations

Taught Curriculum (including theme days)

Pastoral and Assembly programme

Enrichment, activities and clubs, volunteering

Student support services

School Environment: Display/Decor

Personal, Spiritual, Moral, Social and Cultural development Maiden Erlegh School in Reading

Rationale

At Maiden Erlegh School in Reading the personal development of students is a fundamental part of the academic and pastoral work of the school. To this end, we aim to develop students spiritually, morally, socially and culturally and ensure that they make choices that keep them safe and promote health and wellbeing. This holistic approach also integrates the strands of health, Drug & alcohol awareness, and sex and relationships education (SRE).

We will teach and equip students to take their place in their community by promoting fundamental British values. Through their time at the school students will develop their self-knowledge, self-esteem and self-confidence as citizens with a broad general knowledge of public institutions, tolerance of diversity and respect for the rule of law.

We aim to deliver personal, spiritual, moral, social and cultural education through all aspects of school life; the taught curriculum, special themed events, extra-curricular activities, the pastoral system, assemblies, student services and even through the school environment. No school can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore aim to engage these key stakeholders in this endeavour and work closely with them whenever possible.

Our delivery of PSMC will find its general expression through our ethos and culture and particular articulation in four meaningful themes that contextualise the broader PSMSC concepts for students, staff and parents

- Staying safe and healthy
- Living as Citizens of Britain
- Positive relationships
- Preparing for the future

We will be explicit in discussing these themes with our students staff and other stakeholders. Subject teachers will make appropriate links in their planning and delivery of lessons and schemes. These themes will provide a framework for our assembly and pastoral programmes and will be reflected in the school environment (e.g. display, noticeboards, décor)

SMSC definition and delivery

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal experience which are of enduring worth. It is characterized by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. "Spiritual" is not synonymous with "religious"; all areas of the curriculum may contribute to pupil's spiritual development.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- 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

Maiden Erlegh School in Reading achieves this

By..	How/where?
Maintaining an ethos in the school that cultivates a love for learning, enquiry and discovery. This is achieved through inspiring teaching and a creative curriculum and a positive attitude to effort, achievement and aspiration.	Across curriculum Rewards and celebrations Website and communications
Engaging in creative partnerships	Art/tech link up with the UoR
Considering philosophical and theological questions that encourage thinking beyond self, promote awareness of the value of a non-material	Primarily through Religious Studies

dimension to life, the search for truth and the possibility of a Divine Being.	
Learning <i>about</i> a range of different religious traditions and considering what can be learnt <i>from</i> the beliefs, traditions and practices of others. Largely delivered through the RS curriculum.	Religious Studies.
Exposing students to the magnificence of the natural world.	Geography and Science Tirabad activity centre
Generating awe and wonder in the operation of the natural physical laws (Science) and the pure beauty of mathematical logic (Maths)	Science and Maths
Finding opportunities in to develop empathy and explore and respect the feelings, values and opinions of others.	English, Drama, RS
Celebrating religious and values linked events that develop empathy and celebrate humanity (e.g. religious festivals, Black history month, human rights day).	Assembly programme, History, RS
Offering wider outdoor- educational experiences.	The opportunity to attend our Tirabad activity centre.
Exposing students to inspiring people	Assembly programme

Moral development is about the building, by pupils, of a framework of moral values which regulated their personal behaviour. It is about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

The moral development of pupils is shown by their:

- ability to recognize the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoint of others on these issues

Maiden Erlegh School in Reading achieves this

By..	How/where?
Each subject area encouraging students to formulate and review their own values and presumptions	Across the curriculum
Developing students' sense of right & wrong and integrity by examining motives for actions (i.e.: the link between beliefs/values and actions) and taking responsibility for their actions	Pastoral programme and in other curriculum areas (Drama, RS, English) Implementation of positive behaviour policy
Ensuring that students know the importance and value of the law of England	(see FBV section below)
Providing opportunities for students to consider issues of equality and anti-discrimination (esp. relating to race, gender and disability).	Co-curricular amnesty club
Promoting the discussion of ethical issues	RS, History, Geography (Fairtrade), English
Learning the skills, to formulate and develop a reasoned opinion; being able to debate and disagree with others in appropriate ways.	Drama, English, History, RS Co-curricular debating club

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles

and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socializing with pupils from different religious, 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Maiden Erlegh School in Reading achieves this

By..	How/where?
Developing and teaching a curriculum that promotes learning competences leading to independent, resourceful students, able to work well in collaboration with others.	Across the whole curriculum
Using restorative justice and mediation approaches in dealing with conflict within school. Teaching students the value of apologising and restoring relationships.	Pastoral approaches Behaviour policy
Teaching, fundamental British values:	FBV in action celebrated on school website FBV supporting quotes on display around the school
- Democracy	Establishing a student council as a means of teaching engagement, representative democracy and good citizenship. Assembly programme Visits from elected officials (e.g. mayor, MP) History curriculum: development of democratic institutions in UK
- Respect and Tolerance	Pastoral programme Assembly programme RS: community cohesion English – listening skills, valuing other opinions, debating
- Individual Liberty	Rights and Responsibilities strand (RS) Assembly programme Human rights (RS & History)
- Rule of Law	Behaviour policy and implementation Assembly programme Pastoral programme inc. visitors (magistrate, police)
Pro-actively addressing bullying in all its forms Clear advice given to students of how to respond to bullying and who to tell.	Kindness (anti-bullying) week English autumn 1 SoW Anti-bullying posters Pastoral programme RS y9 conflict unit
Zero tolerance approach	Recording and logging incidents and outcomes
Celebrating the achievements of students outside of school.	Assembly programme Student “wonder wall” Website
Engaging in activities that contribute to the community	“Passport for life” programme -volunteering and community service. Student led/student council charity appeals Non-uniform days
Teaching, through the Pastoral programme, emotional literacy	Behaviour approach Pastoral programme
Offering to those who require, further social skills development and behaviour support	JAC team emotional literacy work Other appropriate agencies.

Cultural development is all about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

The cultural development of pupils 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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 to artistic, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Maiden Erlegh School in Reading achieves this

By..	How/where?
Exploring relationships between religion and culture	RS, Art
Visitors from the range of local communities to give an "authentic voice"	Assembly programme
Appreciation and celebration of creative art and culture	Art, Music Drama, English literature
Learning about different cultures and traditions	Aspects of MFL Religious studies Geography Drama (unit on different theatre traditions) Display and school environment
Understanding and challenging prejudice and discrimination	Pastoral programme, Humanities
Providing learning opportunities through links to other cultures: enabling students to encounter people/representatives and visit exhibitions/performances from other cultures develop positive attitudes to them	Developing a specific link to a school in a different country (pastoral programme to lead) Visits to cultural/religious places
Recognizing the contribution of many cultures in the development of curriculum resources and school materials	Art unit on this, English, Music, Food technology

PSHE (Personal, Social and Health Education)

A coherent approach to SMSC development includes a robust PSHE programme. Maiden Erlegh School in Reading articulates these through the four overarching PSMSC themes as discussed earlier.

How PSHE is delivered

These strands are delivered by different and varied areas of the school:

