



# HTCS

## SMSC SUMMARY

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A document containing examples for parents, governors and students relating to our SMSC developments

12-12-22

SMSC stands for spiritual, moral, social and cultural development. At High Tunstall we pride ourselves on a thoughtful and seamless approach to SMSC within the curriculum and wider-college culture. SMSC and British Values are at the heart of High Tunstall's Personal Development. Below details what SMSC is, broken down into its component parts:



This document provides a brief summary of all areas of College life at High Tunstall that enable students and families to develop and be educated, Spiritually, Morally, Socially and Culturally. This summary will be broken into component parts which areas which are as follows:

- Mapping
- Culture and Ethos/Tunstall Ticket
- The College Building
- College Days
- Clubs/Extra-Curricular
- Curriculum and Pedagogy
- Guest Speakers/Drop Down Days
- Visits/Trips
- Student Voice/ Leadership
- Rewards systems
- House System
- Mental Health and Wellbeing
- Tutor Time
- PSHCE/Careers
- Website/Social Media/ Parental Communications
- Reading

# SMSC Mapping

In order to understand where we deliver SMSC education it needs to be mapped. Therefore we map all SMSC education and experiences as follows:

- All curricular subject areas are audited and mapped out based on the SMSC criteria to highlight links to their schemes of work, and therefore staff can make links.
- All areas of college life such as Assemblies, Visits, Speakers, Competitions etc. are mapped out against the SMSC criteria to see where the college are promoting these values and what we need to do to develop further.
- To promote SMSC through a clear culture, ethos, vision and pastoral strategy/language.
- To promote SMSC via strong links with three curricular areas in particular: RE/Philosophy and Ethics, Citizenship and PSHE (including drop-down events).
- To promote SMSC through student leadership bodies/councils and their work conducted.
- To promote SMSC via extra-curricular opportunities, House activities, community work active Citizenship and charity work.

See website ... <https://htcs.org.uk/spiritual-moral-social-and-cultural-development-smsc/>

## Culture and Ethos

The High Tunstall Culture and Ethos is one of inclusivity and to inspire and support all students so that all achieve. We want to create High Tunstall Learners who ... ***'As High Tunstall Learners we INSPIRE one another by getting involved, being imaginative and enjoying challenges. As High Tunstall Learners we SUPPORT one another by showing respect, being positive and having pride in our community. Together, as High Tunstall. Learners we can ACHIEVE. We develop High Tunstall Learners by instilling our Magnificent 7 character traits within all in our community'***.

We do this by developing our Magnificent 7 personal & learning characteristics which are at the forefront of our Rewards systems, postcards, certificates, PSHE and Careers Termly themes, form the body of behaviour policy, are used as threads for terms of assemblies, act as the thrust of Personal Development tasks in form time and aim to develop the SMSC of all students via character Education. They are also communicated on TV slides, on the website, through social media and via Parental Newsletters as well as reported on for all year groups. The Magnificent 7 are:

- READY
- RESPECTFUL
- SAFE
- TALK
- THINK
- DO
- REVIEW

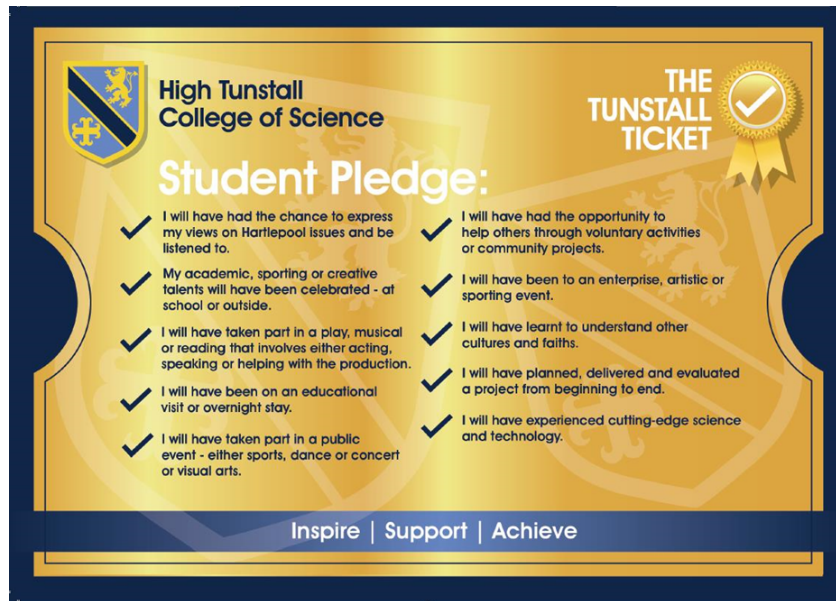
See Website at ... <https://htcs.org.uk/magnificent-7/>





# The Tunstall Ticket

The Tunstall Ticket is our pledge or offer to the students over the 5 years they are with us. They have the opportunity to embrace 10 key areas of enrichment, where we hope they will grasp the opportunities that they have many of which if not all relate to SMSC. The 'pledges' themselves have been developed using student voice and cover a vast array of developmental skills in order that you try to achieve your potential in all areas of life. These are mapped out as to how students can achieve these and displayed on the walls at HTCS and on the website and students are rewarded for completing these The pledges are:



Please see more at: <https://htcs.org.uk/tunstall-ticket/>

## The college building and environment

The Building and the College environment are set up to promote SMSC in the following ways:

- Faculty, Reading, Ethos, Alumni, Tunstall Ticket, Timetable, and SMSC/BV displays throughout the college
- Mental Health and Wellbeing staircase signs with contact details
- Mental Health and Wellbeing information sections in reception and in the ILH (library)
- Careers and Options displays to support the knowledge and development of students
- Multiple Year and whole school TV screens which inform, praise and raise awareness - linked to SMSC area
- A collegiate Heart space which has been used for whole-school reflections (minutes silence) and praise events (staff wellbeing, student send-offs etc.)
- Reception displays Parental Information including prospectus/newsletters/TV screens etc.
- Bespoke external spaces for outdoor learning such as the SEND garden behind North Building and allotments and a wildlife garden behind the Shine and MLD centres. This is on top of the expanded sporting facilities and field used for science, English, geography, history and PE lessons. We have also used the Tunstall Active Centre as the Ramadan Prayer Centre during this time.
- The Heart space is used to decorate on SMSC awareness times i.e. Chinese New Year, World Cup, Christmas etc.



# College Days

The College Day allows time for SMSC developments to take place despite split breaks and lunches meaning that staff are less available to put on specific clubs/opportunities. However, we do offer:

- Before college – Breakfast club, with opportunities to eat free breakfasts, talk in the communal Heart Space, read, play games etc.
- Breaktime – access to the outside spaces including the 3G for physical exercise and relaxation or the Heart space to talk, read, play games etc. The Library is also open for reading and independent work as are bookable revision rooms during exam periods
- Lunch time – access to the outside spaces including the 3G for physical exercise and relaxation or the Heart space to talk, read, play games etc. The Library is also open for reading and independent work as are bookable revision rooms during exam periods

After School – student and staff led enrichment opportunities and clubs as well as Lesson 6 for more independent work – see clubs section for more info and the website at:

<https://htcs.org.uk/extra-curricular-clubs/>

## Clubs and Extra-Curricular

High Tunstall prides itself on its extra curricular offer. Clubs and opportunities are either:

- Staff led
- Student led with staff co-ordinator

Our extra curricular offer incorporates the following:

- Internal Clubs
- External/Externally led Clubs
- Visits/trips
- Guest speakers
- Personal Development Awards processes (i.e. DoE)

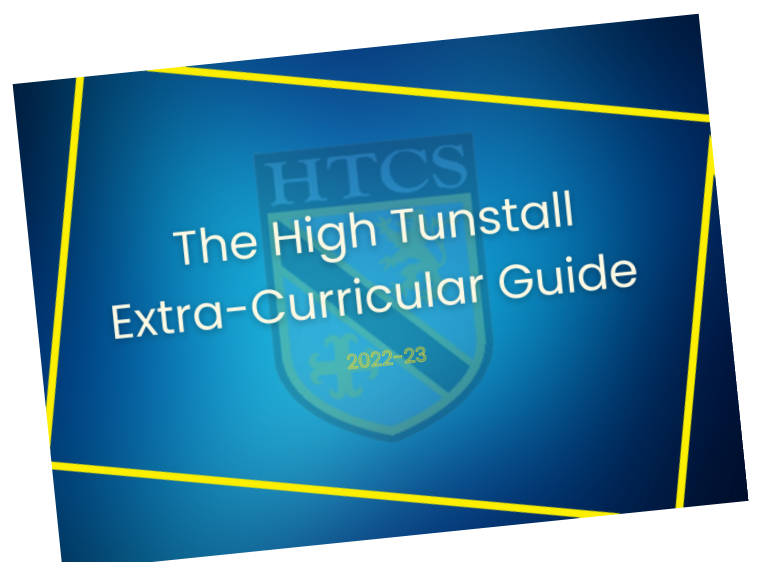


This year we have 57 clubs on offer on a variety of days and these can all be seen at <https://htcs.org.uk/extra-curricular-clubs/>. Participation in the clubs contributes towards the Tunstall Ticket but also in general to all SMSC development. However, some clubs more generally linked to SMSC are:

\* Humanities Club

- Eco Club
- Language Leaders
- Relationships/Identity Club
- Cuppa Club (wellbeing)
- Sign-language Club
- Enterprise Club
- Duke of Edinburgh
- Etc.

Student voice is fundamental to the development of clubs and future clubs.



# Curriculum and Pedagogy


At High Tunstall we have previously mapped the 4 parts of SMSC, the British Values and the Character Education parts against our Curriculum subject areas as well as all further opportunities as mentioned in the 'mapping section' This enables:

- All stakeholders to see what each other is teaching/learning so links can be made
- To see where SMSC/BVs are taught
- To see where gaps lie and what context or awareness could be raised in such curricular opportunities.

As well as such links curricular areas which deal more in discrete lessons related to SMSC are:

- CPE (Citizenship and Philosophy and Ethics)
- Geography and History
- English
- PSHCE/RSHE
- Science
- Creative Subjects
- Sports Science

Please see a screen shot of the curriculum mapping document below:

  
HTCS SMSC Matrix

This matrix demonstrates where spiritual, moral, social and cultural education, respectively, are embedded into subjects and activities, and to provide evidence of their inclusion and relate to a baseline to then develop areas where gaps arise.

| Activity or lesson    | Does it contain spiritual education?  | What evidence can you provide? | Does it contain moral education?  | What evidence can you provide? | Does it contain social education?  | What evidence can you provide? | Does it contain cultural education?  | What evidence can you provide? |
|-----------------------|---|--------------------------------|---|--------------------------------|--|--------------------------------|--|--------------------------------|
| <b>Definition</b>     | The spiritual development of pupils is shown by their ability to reflect on their own beliefs, values and attitudes, and to understand the beliefs, values and attitudes of others. |                                | The moral development of pupils is shown by their ability to understand the difference between right and wrong, and to act accordingly. |                                | The social development of pupils is shown by their ability to understand the needs and feelings of others, and to work co-operatively with them. |                                | The cultural development of pupils is shown by their ability to understand and appreciate the cultural heritage of the United Kingdom and the world. |                                |
| <b>Maths</b>          |   |                                |   |                                |  |                                |  |                                |
| <b>Communications</b> |   |                                |   |                                |  |                                |  |                                |

Within lessons a great deal of work has been done via EFA training and training linked to IRIS and Pivotal Practices around:

- Relationships
- Questioning Techniques
- Collaborative Work
- Silent and reflective Golden Time
- Modelling practices
- Cultural Capital
- Etc.

## Guest Speakers/Drop Down Days

As well as curricular and enrichment opportunities the college has guest speakers in as well as drop down days for Careers and PSHCE to develop students personally in relation to SMSC. For Guest speakers we have had:

- Annual STEM lectures (Chris Packham, Professor Robert Winston) etc.
- LGBTQIA+, Body Image, Sexuality
- Raising Aspirations

For Drop Down Days examples include:

- RSHE sessions
- Mental Health sessions and wellbeing walks
- Prison Me No Way
- 40 guest speakers from industry

# Visits/Trips

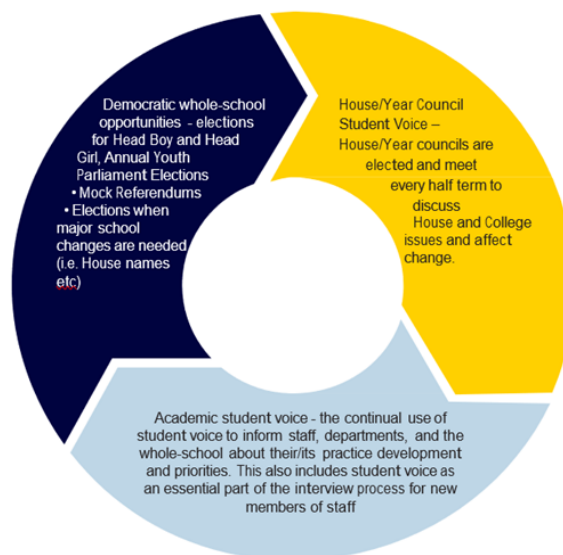
Post-Covid in 2022/23 we have already had or are to have over 30 trips and visits for students to take part in. These include the following that enhance the SMSC education of all students involved:

- International trips: Skiing, Iceland, France
- Team Building Visits: Bushcraft, Sailing, Rock Climbing
- Careers Visits: Durham University, FE Visits, Oxford University, Northumbria University
- Aspirational Visits: Enterprise, Engineering, STEM etc.
- Amongst many more

# Student Voice

Student Voice is a valued aspect of our work at High Tunstall. Students are encouraged to share ideas, offer opinions and show initiative in all aspects of college life. Students are, for example involved in the planning and delivery of college events, form part of our interview procedures and give feedback on curricular issues. Their main work however is in adapting College strategies and policies to better the lives of students and the community at HTCS.

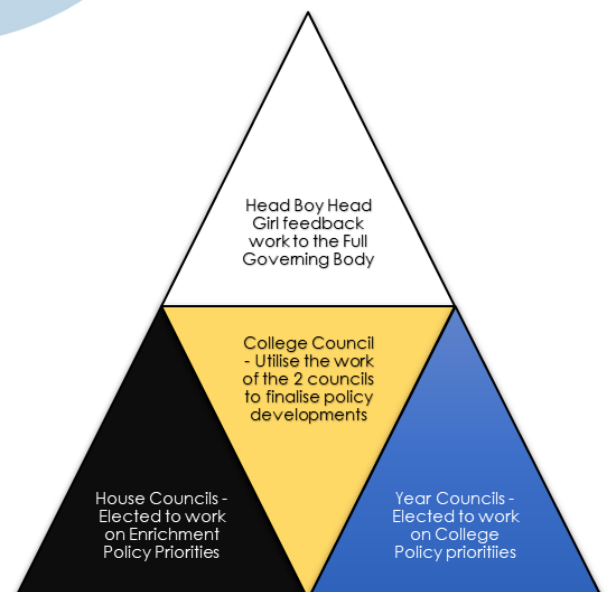
Student Voice can be classified into three particular areas:



Student voice is now structured as shown to further develop the channels of policy development and communication with all layers of the College. The diagram below highlights this structure:

Student voice is now used in half termly tutor times, in staff observations,, in faculty spotlights on their practices etc.

Please turn over to learn more about SMSC and student leadership





# Student Leadership

Student leaders are elected in all years and both pastorally and academically linked to faculties. These are done in a variety of means but always democratically. Examples of posts are:

- Head Students and Deputies (also sit on the Governing Body)
- Senior Prefects
- Community Prefects
- Year Reps
- House Reps
- Faculty Leadership roles such as APP/Language Leaders/ CAA etc.
- Dof E leaders/ Anti-Bullying Ambassadors



# Rewards Systems

The High Tunstall Rewards system runs in a variety of ways but centres around our vision and ethos and the Magnificent 7 including Ready, Respectful and Safe. The rewarding of awards happens by:

- Daily Points on School Synergy
- Postcards - Weekly
- Letters/Phone-calls - weekly/termly
- Certificates - termly
- Tunstall Ticket Awards - Termly
- Awards Evenings - Annual

Points accumulate and go towards various rewards such as cinema passes, trips, access to inflatables, books, baked goods, equipment, sports sessions, health and beauty sessions etc. This is all based on student voice.

# House System

At High Tunstall, we operate Year Teams which act as supportive pastoral teams for the students to access. All students also join a House when starting High Tunstall. The aim of these houses is to create a sense of vertical student teams to bond through:

- rewards
- competitions
- charity events
- assemblies
- student voice



We have over 30 vertical competitions led by students staff or faculty staff and this is all timetabled mapped and advertised for students to see - see example. Competitions related to SMSC specifically (if not all) are:

- Black History Month
- Enterprise/Dragons Den
- Great MFL Challenge
- Public Speaking
- Creativity Week Competitions
- Sports Day (linked to culture)



The House and Year systems have also delivered charity events such as collections for Ukraine, Runs for Leukaemia, over £8000 raised doing a Colour Mudder involving all students and primary students and staff also, amongst many examples.

# Mental Health and Wellbeing

Mental Health awareness and action as well as general wellbeing has been addressed at High Tunstall over a period of years and is developing rapidly for staff and students. We have the following in place:

- A comprehensive Mental Health and Wellbeing toolkit with diagnostic tools, referrals systems, agency understanding, mental health condition awareness etc. We are now developing the website to showcase this
- A library of books and leaflets which is developing and can be found in the ILH and reception
- TV slides with Mental Health and Wellbeing information
- Bespoke leaflets for Mental Health and Wellbeing
- Student ambassadors being trained relating to bullying
- Training related to this annually
- A nationally qualified Senior Mental Health Lead and others trained in Pivotal, Thrive and ELSA as well as other areas
- A staff wellbeing charter and policy
- Students are developing a Mental Health policy and charter now
- Staircases – raising awareness of numbers to call etc.
- Students at GCSE taking action as part of GCSE Citizenship to raise awareness of this
- Onsite counsellors as well as regular visits from counsellors and nurses
- Staff mentoring/Peer mentoring
- And much much more ...



## Tutor Time

Tutor Times are centrally controlled by the AHT: Personal Development and are supported with packages of resources by staff from different areas. Each Year has a day of:

- News/Key Messages around comps, assemblies, events, visits, praising etc.
- An assembly Day
- A Reading Day
- 2 x Personal Development Days where SMSC, British Values, Character Education, Ethos and Values, PIXL and Mental Health and Wellbeing as well as Local and Global issues can be addressed through stimuli and discussion and debate.

Many of the sessions relate to awareness weeks or months and we always link parental newsletters and TV slides around the building to the form times so there is a triangulated message.

For the last 18 months all forms time sessions outside of the news/reading/revision and assemblies have been mapped and can be seen on the following page.



| Issue   | Vessel of delivery    | Reasoning   | Links        |
|---|-----------------------|---|--------------|
| <b>2021/22</b>  |                       |   |              |
| Respect, Racism, Refugees and Rights                                    | Tutor Time            | Respect related to racism in the community and issues around refugees | SMSC/PSHE/BV |
| Paralympics   | Tutor Time            | Paralympics and Diversity   | SMSC/PSHE/BV |
| Wellbeing and Mental Health   | Tutor Time            | Chris Packham visit and SMSC/Care for our community                   | SMSC/PSHE    |
| Makaton   | Tutor Time            | Diversity and Understanding   | SMSC/PSHE/BV |
| Student Voice   | Tutor Time            | British Values  | SMSC/PSHE    |
| European Day of Languages   | Tutor Time & Assembly | European Day of Languages   | SMSC/BV      |
| School Synergy  | Tutor Time            | Character Education Development                                       | SMSC/PSHE    |
| Extra-Curricular  | Tutor Time            | Character Education Development                                       | SMSC/PSHE    |
| 3-G Safety  | Tutor Time            | Character Education Development                                       | SMSC/PSHE    |
| UK Democracy  | Tutor Time            | British Values  | SMSC/PSHE/BV |
| Think - Brain Training  | Tutor Time            | Character Education Development                                       | SMSC/PSHE/BV |
| Rule of Law   | Tutor Time            | British Values  | SMSC/PSHE/BV |
| Racism and Black Lives Matter x2  | Tutor Time            | BLM and Black History Month   | SMSC/PSHE/BV |
| COP26 x2  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Remembrance x2  | Tutor Time & Assembly | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Anti-bullying Week  | Tutor Time & Assembly | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| The Importance of Kindness  | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE    |
| LGBT Rainbow laces campaign   | Tutor Time & Assembly | Diversity and Understanding   | SMSC/PSHE/BV |
| LGBT, Homophobia and Quiz   | Tutor Time & Assembly | Diversity and Understanding   | SMSC/PSHE/BV |
| Student Voice   | Tutor Time            | British Values  | SMSC/PSHE/BV |
| Young Carers  | Tutor Time & Assembly | Empathy, Awareness and Understanding                                  | SMSC/PSHE    |
| Christmas around the World  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Hamper Appeal   | Tutor Time            | Community Action  | SMSC/PSHE/BV |
| Christmas Card Competition  | Tutor Time            | Character Education Development                                       | SMSC/PSHE/BV |
| New Year  | Tutor Time & Assembly | Character Education Development                                       | SMSC/PSHE/BV |
| Brain Training  | Tutor Time            | Character Education Development                                       | SMSC/PSHE/BV |
| Creativity Week x2  | Tutor Time & Assembly | Character Education Development                                       | SMSC/PSHE    |
| Rule of Law - Boris fined   | Tutor Time            | British Values  | SMSC/PSHE    |
| Holocaust Memorial x3   | Tutor Time & Assembly | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Neurodiversity  | Tutor Time            | Diversity and Understanding   | SMSC/PSHE    |
| Mental Health - Sleep/anxiety   | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| Make your Mark  | Tutor Time            | British Values  | SMSC/PSHE/BV |
| Internet Safety   | Tutor Time & Assembly | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| Chinese New Year x2   | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Mental Health - Resilience  | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE    |
| Healthy Eating  | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE    |
| Mental Health - Resilience/Stress                                       | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE    |
| World Book Day x3   | Tutor Time & Assembly | Literacy/Numeracy Development   | SMSC/PSHE    |
| Ukraine Conflict  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| National Careers Week x2  | Tutor Time            | Community Action  | SMSC/PSHE/BV |
| Ukraine Conflict - what we can do                                       | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Mental Health - Anxiety/Sleep   | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| PI Day  | Tutor Time            | Literacy/Numeracy Development   | SMSC/PSHE/BV |
| Mental Health - Anxiety/Sleep   | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE    |
| Children's Mental Health Day  | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| National Theatre Day  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Mindfulness   | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| Mental Health - Anxiety/Sleep   | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| Ready and Punctual  | Tutor Time            | Character Education Development                                       | SMSC/PSHE    |
| Ready and Alert to Teenage Issues such as sleep, bullying, anxiety etc. | Tutor Time            | Character Education Development and MHAW                              | SMSC/PSHE/BV |
| Ramadan x3  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Neurodiversity  | Tutor Time & Assembly | Diversity and Understanding   | SMSC/PSHE/BV |
| Teens and social media  | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| Animal Rights   | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Hartlepool Food Bank  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| GCSE reform and student voice   | Tutor Time            | British Values  | SMSC/PSHE/BV |
| Ramadan - cultural awareness and celebration                            | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Cultural Diversity  | Tutor Time            | Diversity and Understanding   | SMSC/PSHE/BV |
| Poverty   | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Mental Health from the students   | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| Easter and Passover - Diversity   | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| St. George's Day x2   | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Earth Day   | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE    |
| Movement around College and Safety x2                                   | Tutor Time            | Character Education Development                                       | SMSC/PSHE/BV |
| Ed-Ui-Fit x2  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Tunstall Tide Project   | Tutor Time & Assembly | Community Action  | SMSC/PSHE/BV |
| Mental Health Awareness Week x2   | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| Global Awareness  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Jubilee x8  | Tutor Time            | Global Leadership and Awareness & British Values                      | SMSC/PSHE/BV |
| Mental Health and Problem Solving                                       | Tutor Time            | Mental Health and Wellbeing Education/SMSC                            | SMSC/PSHE/BV |
| Pride Month x3  | Tutor Time & Assembly | Diversity and Understanding   | SMSC/PSHE/BV |
| Sports Day and House Team Building x6                                   | Tutor Time & Assembly | Community Action  | SMSC/PSHE    |
| Student Voice Democracy   | Tutor Time            | British Values  | SMSC/PSHE/BV |
| British Values: Democracy and Leadership of Conservative Party          | Tutor Time            | British Values and Democracy  | SMSC/PSHE/BV |
| House Day Celebration Planning x3                                       | Tutor Time & Assembly | Community Action  | SMSC/PSHE    |



|   |            |  |              |
|---|------------|--|--------------|
| <b>2022/23</b>                          |            |  |              |
| Pakistan Floods                         | Tutor Time | Global Leadership and Awareness & British Values | SMSC/PSHE/BV |
| Thinking Skills                         | Tutor Time | Character Education Development                  | SMSC/PSHE/BV |
| The Queen's Life x 2                    | Tutor Time | Global Leadership and Awareness & British Values | SMSC/PSHE/BV |
| The message from the Queen's life       | Tutor Time | Global Leadership and Awareness & British Values | SMSC/PSHE/BV |
| The memorial for HRH                    | Tutor Time | Global Leadership and Awareness & British Values | SMSC/PSHE/BV |
| Hartlepool Remembrance for HRH          | Tutor Time | Global Leadership and Awareness & British Values | SMSC/PSHE/BV |
| Student Voice - Mental Health Charter   | Tutor Time | British Values                                   | SMSC/PSHE/BV |
| Culture and Diversity: Yom Kippur       | Tutor Time | Global Leadership and Awareness & British Values | SMSC/PSHE/BV |
| Black History Month                     | Tutor Time | BLM and Black History Month                      | SMSC/PSHE/BV |
| World Mental Health Day                 | Tutor Time | Global Leadership and Awareness & British Values | SMSC/PSHE/BV |
| Social Media Awareness                  | Tutor Time | Mental Health and Wellbeing Education/SMSC       | SMSC/PSHE/BV |
| Online Bullying, Harassment etc.        | Tutor Time | Mental Health and Wellbeing Education/SMSC       | SMSC/PSHE/BV |
| Countdown Competition: Literacy and Num | Tutor Time | Literacy/Numeracy Development                    | SMSC/PSHE/BV |





# PSHCE/Careers

At High Tunstall we not only offer drop down days, events and talks related to these areas but all students from Years 7-10 also receive one hour a fortnight of dedicated lessons to support their development. For further information please visit our pages at <https://htcs.org.uk/rshe/> and <https://htcs.org.uk/ceiag/>

Our PSHCE lessons and drop down days enable students to discuss, debate, be made aware of, and take action around many areas related to SMSC and British Values once a fortnight on top of cross-curricular links and tutor time.

All our lessons are flexible and can be altered due to local, national and international context but are mapped out using the PSHE Associations guidance. They also are designed to developed the Ready, Respectful and Safe Character traits we wish to see on a termly basis. An example of such mapping can be seen below:

## HTCS PSHCE Curriculum – YEAR 7

| Theme  | Lesson | Topic                                 | Learning opportunities linked to PSHE Associations Programme of Study:   |
|--|--------|---------------------------------------|--|
| Being Ready (Prepared) (Optimism) (Service)<br><br><i>My World</i> | 1      | What does it mean to be ready?        | H1. how we are all unique; that recognising and demonstrating personal strengths, build self-confidence, self-esteem and good health and wellbeing<br>L1. study, organisational, research and presentation skills<br>L2. to review their strengths, interests, skills, qualities and values and how to develop them  |
|  | 2      | Who am I?                             | H1. how we are all unique; that recognising and demonstrating personal strengths, build self-confidence, self-esteem and good health and wellbeing<br>L2. to review their strengths, interests, skills, qualities and values and how to develop them   |
|  | 3      | What are healthy relationships?       | H1. how we are all unique; that recognising and demonstrating personal strengths, build self-confidence, self-esteem and good health and wellbeing<br>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them<br>R2. indicators of positive, healthy relationships and unhealthy relationships, including online<br>R9. to clarify and develop personal values in friendships, love and sexual relationships<br>R10. the importance of trust in relationships and the behaviours that can undermine or build trust<br>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships<br>R18. to manage the strong feelings that relationships can cause (including sexual attraction)<br>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them<br>R31. that intimate relationships should be pleasurable<br>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) |
|  | 4      | What is a family?                     | R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them<br>R22. the effects of change, including loss, separation, divorce and bereavement: strategies for managing these and accessing support  |
|  | 5      | How can I prepare myself?             | L3. to set realistic yet ambitious targets and goals<br>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks<br>H4. simple strategies to help build resilience to negative opinions, judgements and comments<br>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)   |
|  | 6      | How can I prepare in a new world?     | R2. indicators of positive, healthy relationships and unhealthy relationships, including online<br>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation<br>H9. to recognise and manage internal and external influences on decisions which affect health and wellbeing   |
|  | 7      | Personal Review                       | All of the Above<br>L2. to review their strengths, interests, skills, qualities and values and how to develop them   |
| Being Respectful (Empathy) (Tolerance) (Democracy)                 | 1      | What does it mean to be respectful?   | R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation<br>R15. to further develop and rehearse the skills of team working<br>R16. to further develop the skills of active listening, clear communication, negotiation and compromise   |
|  | 2      | What are Rights and Responsibilities? | R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviour  |
|  | 3      | What are Prejudice & Discrimination?  | L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations<br>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships   |

# Website/Social Media/ Parental Communications

For everything we are doing in-school, we have communicated home to 'educate or update' families around enrichment, Personal Development or Culture and Ethos. Over the past 12 months we have had editions on:

- Anti-bullying
- Life-saving/Water safety/Road Safety
- Charity events
- End of term celebrations
- Mental Health/Physical Health
- Jubilee/ HRH's passing/Ukraine support
- Cultural events – Eid, Ramadan, COP, Remembrance
- E-safety – TikTok, WhatsApp, Trolling etc.
- The importance of reading

We triangulate these with our work in college at that time and also on social media. We are revitalising SMSC areas on the website and all faculties as well as the school have social media pages to raise awareness of events, issues etc. relating to SMSC and culture and ethos.



# Reading

Reading is also an area of great development at High Tunstall over recent years to develop our students and staff with literature enhancing their SMSC education. We offer now:

- Bespoke reciprocal reading programmes in English for students
- Reading in Form weekly by staff y7-10
- A reading rewards programme
- Transitional gift packs of personal development literature that feeds into form time in Year 7
- A dedicated librarian to drive a love of reading
- High Tunstall made KS4 reading booklets within form time
- And more additionally.





**THANK YOU**  
FOR YOUR TIME