



PARKLANDS INFANT AND NURSERY SCHOOL

Personal, Social and Health Education (PSHE)

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 15th November 2026

Signed: _____

Mrs S Evitts (Chair of Governors)



Parklands Infant and Nursery School
PSHE Subject Policy – October 2025

Section 1: Introduction to the Policy

Purpose

The purpose of this policy is to describe our practice in PSHE and the principles upon which this is based. There is a separate policy for RSHE.

Aims

This policy sets out to ensure consistency in the teaching and learning within PSHE across the school.

It aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.

Consultation

The policy was put together by Abby Etchells (PSHE Leader) in consultation with teaching staff, pupils, parents/carers and school governors.

Intent, Implementation and Impact

Intent

The children of today are growing up in an increasingly complex world, where their lives are dominated by technology. Children are faced with challenges and risks both online and offline and need to find a way to navigate this in a healthy and safe way.

The aim of this policy is to ensure consistency in the teaching and learning within Personal, Social and Health Education (PSHE) across the school. This is to ensure that pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.

Through PSHE we teach children:

- That their views and opinions are **'Important'**.
- Ways in which they can show **'Kindness'** and look after theirs/their peers mental health.
- To be **'Respectful'** of the views, opinions, decisions and religious beliefs of others
- Ways in which they can keep themselves and others **'Safe'** both online and in their everyday lives.
- Skills to develop and foster their self-belief and self-confidence and to maintain a **'positive'** outlook and attitude
- To be mindful of the feelings of others and how to behave in a **'polite'** way.

We use 1 decision to teach our PSHE and this aligns with the PSHE Association Programmes of Study for PSHE.



Consultation

The policy was put together by Abby Etchells in consultation with teaching staff, pupils, parents/carers and school governors.

Section 2: Procedures and Practice

Roles and Responsibilities

The PSHE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice for ways in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The PSHE leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. The PSHE leader is responsible for the planning and implementation of any subject specific events which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the PSHE curriculum.

The governor for PSHE is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Section 3: Aspects

Planning

Class teachers are responsible for ensuring PSHE is planned on both the mid-term and weekly plan. Weekly plans will show which learning objective(s) are to be covered within a weekly session. In Key Stage One, PSHE should be taught on a weekly basis, with at least one hour discrete teaching time. Coverage of all of the statutory RSHE curriculum is embedded within the PSHE lessons.

Early Years Foundation Stage

In the Early Years Foundation Stage, adults will follow the requirements of the EYFS Framework and outcomes. Personal, Social and Emotional development is one of the three Prime areas which underpin the areas of learning. PSED is then split into three further strands:

- **Self Regulation** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **Managing Self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- **Building Relationships** - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Through the ELG, Understanding the World, children will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 1decision Rainbow Drop stories will be used to support the teaching of a variety of concepts. Some will be planned to be delivered alongside certain topics, and others will be used incidentally if and when the need arises.

Key Stage One

Work is planned using the 1decision PSHE curriculum which is adapted to the needs of our children where necessary.

Our planning will have documents for the overall progression, Medium and Short Term. The Progression Document shows the whole school overview of which units will be covered. Medium Term planning shows a half term and breaks down which Learning Objectives will be taught in which week ensuring full coverage of the PSHE and curriculum. Short Term planning is weekly and includes more detail around Learning Objectives and how they will be taught.

1decision uses a spiral curriculum that actively embeds critical thinking, risk assessment and real life decision-making into every module. It does not just teach what to think, it teaches them how to navigate choices safely.

Teaching and Learning

PSHE is taught in a safe learning environment through the use of group agreements and distancing techniques so that pupils are not put 'on the spot' or expected to

discuss their own personal issues. In most cases, teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE leader for advice and support.

At Parklands, we use the 1decision PSHE scheme and the units to be taught each year across Key Stage One are:

1. Keeping Safe
2. Being Healthy
3. Relationships/Growing and Changing
4. Healthy Me
5. Being Responsible
6. Feelings and Emotions
7. Computer/Online Safety
8. Our World/The Working World
9. A World Without Judgement
10. Fire Safety/First Aid

The curriculum coverage of these units is as follows:

Learning Areas	Year 1	Year 2
	Autumn	Autumn
Keeping Safe	What I Know Now Road Safety Being Safe – Keeping Safe (Simply RSHE)	Tying Shoelaces Staying Safe Leaning Out of Windows What I've Learnt Being Safe – Safe, Strong and Supported (Simply RSHE)
Being Healthy	What I Know Now Washing Hands Healthy Eating – Eating Healthy for a Healthy Body (Simply RSHE) Physical Health and Fitness – Being Active and Healthy (Simply RSHE)	Healthy Eating Brushing Teeth Medicine What I've Learnt Healthy Eating – Eating Well and Feeling Good (Simply RSHE) Physical Health and Fitness – Healthy Bodies, Happy Minds (Simply RSHE)
Relationships/Growing and Changing	What I Know Now Friendship Respectful, Kind Relationships – Being Kind, Respectful and Safe (Simply RSHE) Developing Bodies – Growing Up (Simply RSHE)	Bullying Body Language Touch What I've Learnt Respectful, Kind Relationships – Being Kind, Respectful and Safe (Simply RSHE) Developing Bodies – Our Amazing Bodies (Simply RSHE)
	Spring	Spring
Being Responsible	What I Know Now Water Spillage Personal Safety – Spotting Dangers and Staying Safe (Simply RSHE)	Practice Makes Perfect Helping Someone Stealing What I've Learnt Personal Safety – Staying Safe Indoors and Outdoors (Simply RSHE)
Feelings and Emotions	What I Know Now Jealousy Caring Friendships (Simply RSHE)	Worry Anger Grief

	Families and People Who Care For Me – All About Families (Simply RSHE)	What I've Learnt Families and People Who Care For Me – All About Families (Simply RSHE)
Computer/Online Safety	What I Know Now Online Bullying Online Safety and Awareness – Staying Safe Online (Simply RSHE) Wellbeing Online – Using the Internet Safely (Simply RSHE)	Image Sharing Computer Safety Making Friends Online What I've Learnt Online Safety and Awareness – Staying Safe Online (Simply RSHE) Wellbeing Online – Being Safe and Kind on the Internet (Simply RSHE)
	Summer	Summer
Our World/The Working World	What I Know Now Growing In Our World	Living In Our World Working In Our World Looking After Our World What I've Learnt
A World Without Judgement	What I Know Now Democracy General Wellbeing – Feeling Good and Getting Help (Simply RSHE)	Individual Liberty Rule of Law Tolerance What I've Learnt General Wellbeing – Looking After Our Wellbeing (Simply RSHE)
Fire Safety/First Aid	What I Know Now Hoax Calling Drugs, Alcohol and Vaping – Keeping Our Bodies Safe (Simply RSHE) Health Protection and Prevention – How To Stay Strong and Safe (Simply RSHE) Basic First Aid – First Aid for Kids (Simply RSHE)	Petty Arson Fire Station Visits Texting Whilst Driving What I've Learnt Drugs, Alcohol and Vaping – Making Safe Choices (Simply RSHE) Health Protection and Prevention – Smart Habits for a Healthy Body (Simply RSHE) Basic First Aid – First Aid Heroes - Helping Others (Simply RSHE)

Well-Being Days are also planned throughout the year, and are linked to the relevant Parklands person. The Well-Being Days give children the opportunity to take part in activities which broaden their understanding of a particular area. We try to ensure that our Well-Being days coincide with national events such as Anti-Bullying week, Internet Safety day or Children's Mental Health Week.

We believe that children should be able to ask their own questions within PSHE in order to make learning relevant. Although learning objectives are outlined within the programme of study, staff ensure that what they teach is challenging for all pupils and that children take responsibility for their own learning.

Parent Partnership

At Parklands, we are committed to working with Parents and Carers. We will offer support by ensuring planning is made available through the school website and ensure half termly newsletters are sent home in each year group to outline what is being taught during each topic. Also, the PSHE web page on our school website is regularly updated with key policies and any support materials that might be useful.

Assessment

Pupils' prior knowledge needs to be the starting point of all PSHE work. The elements of Relationships and Sex Education that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. Children in KS1 should be assessed against the learning objectives for each lesson/learning activity (found in the 1decision Scheme). Adults must

consider whether they have met the learning objective and to what extent. Children are also encouraged to self-assess/peer-assess their work to show to what extent they feel they have met the learning objective. Children receive regular feedback through our feedback sessions which allow children to consolidate the key learning from the previous session and to move their learning on. There are 'What do I know now' sessions in Year 1 at the start of each unit and 'What I have learnt' sessions in Year 2 at the end of each unit. This will enable teachers to check and monitor learning, progress and attainment.

Monitoring

PSHE is regularly evaluated by the subject leader. The views of pupils, parents and teachers are used to make changes and improvements on an ongoing basis. The PSHE leader will attend courses/training events to ensure their subject knowledge is up to date. Termly monitoring activities involving staff and children will enable the subject leader to monitor what is being taught and delivered across the school. Any changes or updates to the PSHE curriculum will be discussed with staff during curriculum meetings.

Child Protection and Safeguarding

The PSHE Policy adheres to our school Child Protection and Safeguarding Policy.

Online Safety

Children will be reminded about online safety and will be encouraged to take responsibility for this themselves following protocols in a child-friendly way. Posters reminding them about online safety are displayed in every classroom.

Anti-bullying/Discrimination/Equal Opportunities

It is an expectation that all children are able to participate fully in PSHE lessons without fear of bullying or discrimination. The Parklands Person ethos may be referred to and the Jigsaw Learning Charter will be shared in every lesson to ensure all children are treated fairly and with respect. They will understand how to report anything they are uncomfortable with and know who they can talk to if they are worried. Many areas of the Jigsaw curriculum will address issues around bullying and discrimination and all staff will handle these sensitively.

Health and Safety

Children will be reminded about using equipment safely in PSHE lessons and the clearly identifiable Safeguarding Team can be used to focus children on safe classroom behaviour.

Inclusion for those with Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, regardless of race, need, class or gender, should have the opportunity to develop PSHE skills. Children with SEND can be more vulnerable. We aim to respond to all children's needs and overcome potential barriers for individuals and groups of children by:

- Providing first quality teaching which is specifically tailored to the barriers to learning and needs of our SEND pupils.
- Providing safe and inclusive environments for our pupils to learn in –

environments where they have relationships with the adults in which they feel comfortable to share their thoughts/opinions and express their feelings.

- Identify SEND pupils who may require extra support through the use of an intervention such as Nurture group or ELSA.
- Offering challenges which matches different abilities, including challenging those most able children.

How are Fundamental British Values and SMSC development promoted through PSHE?

Through spiritual, moral, social and cultural (SMSC) development we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These British Values are woven into the 1decision PSHE curriculum. See Appendix 1 for the British Values Coverage in 1decision document and Appendix 2 for the SMSC in 1decision document.

Spiritual Development

In PSHE we support spiritual development by promoting an ethos of fairness and compromise in the classroom, offering opportunities for pupils to reflect on their own views and beliefs and through our Parklands Person values. We give our learners the opportunity to understand feelings and emotions, the impact these can have on others and the importance of understanding feelings. Through all aspects of PSHE we encourage the children to share their own views and opinions and understand how we can be respectful to others with different views.

Moral Development

Lively discussion and debate is encouraged in all PSHE lessons enabling our learners to express their own values and to show respect for those with others. We have a clear moral code as a basis for good behaviour, respect of others, which is promoted throughout the school and is embedded within the Parklands Person values. Through all aspects of our curriculum we encourage our learners to take pride in themselves and their work. We also encourage our learners to abide by 'fair play', being good winners and losers, in games, rules and life. Through all aspects of PSHE, we encourage the children to be taking part in discussions and playing an active role in decision making.

Social Development

Social development is encouraged through an understanding of what makes a good citizen and how our learners play their part in the school community and wider society. We develop an understanding of respect for others opinions, beliefs, values and customs by encouraging children to relate positively to others. Through team work activities we teach our children the importance of cooperation and sharing, encouraging them to demonstrate good manners at all times. We aim to provide children with opportunities to develop their self-confidence through a range of activities, encouraging them to be positive and resilient in what they do. Through our Positive Relationships aspect of PSHE we focus on the importance of working together, understanding what makes a good friend and how we can understand and manage our feelings and emotions.

Cultural Development

At Parklands, we provide pupils with opportunities to understand and appreciate their own and other cultures. Our learners are encouraged to explore similarities and differences between themselves and their peers. Through PSHE the children learn about their school community and wider community. We aim to develop an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world. Through the Citizenship aspect of PSHE we encourage our learners to respect and embrace similarities and differences and showing an understanding of the term 'uniqueness.'

Section 4: Conclusion

Monitoring and Review

The governor with responsibility for PSHE is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangements.

Other Documents and Appendices

Other Documents

The PSHE policy should be read in conjunction with our policies for Curriculum, Teaching and Learning, Assessment, Child Protection and Safeguarding, Science, Drugs Education, Drugs Incident Management, Relationships and Sex Education, Anti-Bullying, Food Policy, SMSC policy.

Governor Approval and Review Dates

The policy is to be reviewed annually.

Appendix 1 – British Values coverage in 1decision



Covering British Values within 1decision

1decision and British Values

"All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law".

Where do British Values sit within the programme?

During the creation of the 1decision programme, we have been very mindful to thread the British Values throughout. For example, whilst using the alternative videos, children will be asked to vote to support the characters in choosing the right decision. This supports students in the early understanding of the 'British Value' - Democracy. Within this document you will be able to see where each of the other value's feature across the modules.

Democracy	
Rule of Law	
Individual Liberty	
Mutual Respect	
Tolerance of those of different faiths and beliefs	

Key:	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
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Keeping/Staying Safe

	Topic					
5-8	Baseline					
	Road Safety	✓	✓	✓		
	Tying Shoelaces	✓	✓	✓		
	Staying Safe	✓	✓	✓		
	Leaning Out of Windows	✓		✓		
	Summative					

Keeping/Staying Healthy

	Topic					
5-8	Baseline			✓		
	Washing Hands	✓		✓		
	Healthy Eating	✓		✓		
	Brushing Teeth	✓		✓		
	Medicine	✓				
	Summative			✓		

Relationships/Growing and Changing

	Topic					
5-8	Baseline			✓	✓	✓
	Friendship	✓		✓	✓	✓
	Bullying	✓		✓	✓	✓
	Body Language	✓		✓		
	Touch	✓		✓	✓	
	Summative					

Key:

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
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Being Responsible

	Topic					
5-8	Baseline			✓		
	Water Spillage	✓	✓		✓	
	Practice Makes Perfect	✓		✓	✓	
	Helping Someone in Need	✓			✓	
	Stealing	✓	✓		✓	
	Summative		✓	✓		

Feelings and Emotions

	Topic					
5-8	Baseline			✓		
	Jealousy	✓			✓	
	Worry	✓		✓		
	Anger	✓			✓	
	Grief	✓				
	Summative					

Computer Safety

	Topic					
5-8	Baseline					
	Online Bullying	✓			✓	
	Image Sharing	✓			✓	
	Computer Safety					
	Making Friends Online	✓				
	Summative					

Key:

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
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Our World/The Working World

	Topic					
5-8	Baseline					
	Growing in Our World					✓
	Living in Our World				✓	
	Working in Our World			✓		
	Looking After Our World				✓	
	Summative				✓	
	Baseline		✓			

Fire Safety

	Topic					
5-8	Baseline	✓				
	Hoax Calling	✓			✓	
	Petty Arson	✓				
	Texting Whilst Driving	✓				
	Enya & Deedee at the Fire Station			✓		
	Summative					

Appendix 2 – SMSC in 1decision



1decision and SMSC

Schools are required under the Ofsted School Inspection Toolkit (2025) and the Independent Schools Inspectorate (ISI) Handbook (2025) to actively promote pupils' spiritual, moral, social and cultural (SMSC) development. This ensures children are prepared for life in modern Britain, develop personal responsibility, and contribute positively to society. 1decision provides schools with a range of resources, modules, and interactive materials that cover topics and themes that directly support SMSC provision, aligning with statutory expectations and inspection frameworks.

How is SMSC defined?

In broad terms, SMSC development can be summarised as follows:

- **Spiritual Development:** Pupils reflect on beliefs, values, and experiences, respect the views of others, and develop a sense of curiosity about the world.
- **Moral Development:** Pupils recognise right and wrong, understand consequences, and respect the law and fairness.
- **Social Development:** Pupils work with others, engage in the community, and understand the responsibilities of living in society.
- **Cultural Development:** Pupils appreciate diversity, respect different faiths and beliefs, and understand British values such as democracy, liberty, and tolerance.

Practical Impact for School

Through 1decision resources, schools can evidence their SMSC provision in line with inspection requirements. Teachers can demonstrate how lessons foster reflection, responsibility, collaboration, and respect for diversity. Lesson plans, videos, and pupil voice feedback provide inspectors with clear examples of SMSC development in action. In the following sections below, this content gives you a clear idea of how 1decision contributes to expectations within each of the elements of SMSC development.

Spiritual Development

- Pupils reflect on their own beliefs (religious or otherwise) and perspectives on life.
- Pupils develop a sense of enjoyment and fascination in learning about themselves, others, and the world.
- Pupils use imagination and creativity in learning.
- Pupils show a willingness to reflect on experiences.

Ofsted Toolkit 2025 (p.44): "Inspectors evaluate the extent to which pupils are encouraged to reflect on their own beliefs and respect the views of others."

How I decision supports these:

- Range of Social Stories exploring different backgrounds, family structures, and religious views.
- Respect and Understanding fostered through lessons that celebrate diversity and encourage empathy.
- Interactive Video Scenarios allow pupils to explore dilemmas and reflect on spiritual and moral values.
- Debates and Enquiry activities support critical thinking and encourage curiosity.
- Assessment and Reflection Tools provide teachers with insight into each pupil's engagement with spiritual themes.
- Creative Expression opportunities (through drama, art, and writing) enable deeper reflection.

Moral Development

- Pupils recognise the difference between right and wrong.
- Pupils respect the law and understand consequences of behaviour and actions.
- Pupils are interested in moral and ethical issues and can offer reasoned views.

Ofsted Toolkit 2025 (p.46): "Personal development includes pupils' ability to recognise right and wrong, respect the law, and understand the consequences of their actions."

How I decision supports these:

- Decision-Making Scenarios present real-life situations where pupils must consider consequences of choices.
- Exploring Right and Wrong through modules on honesty, fairness, safety, and responsibility.
- Law and Justice Links embedded in resources around rules, consequences, and respect for authority.
- Classroom Debate Activities allow pupils to explore moral dilemmas, justify decisions, and respect differing views.
- Individual Assessments track how pupils' moral reasoning develops over time.
- Cross-Curricular Integration with PSHE and citizenship ensures that moral understanding is embedded across school life.

Social Development

- Pupils use social skills in varied contexts, including working with pupils from different backgrounds.
- Pupils participate in communities, volunteering, and teamwork.
- Pupils accept and engage with British values such as democracy, liberty, rule of law, and mutual respect.

Ofsted Toolkit 2025 (p.48): “A strong culture of personal development ensures that pupils develop the knowledge, skills and attitudes to contribute positively to society.”

How 1decision supports these:

- Group-Based Activities encourage collaboration, communication, and teamwork.
- Role-Play Scenarios help pupils practise problem-solving and resolving conflict.
- Modules on Community Roles highlight responsibilities in school and wider society.
- Active Citizenship Opportunities through lessons on democracy, elections, and responsibilities in society.
- Assessment Tracking records pupils' growth in teamwork, leadership, and cooperation skills.
- Celebrating Success reinforces positive contributions to school and community life.

Cultural Development

- Pupils understand and appreciate diverse cultural influences in Britain and beyond.
- Pupils gain knowledge of Britain's democratic parliamentary system.
- Pupils respond positively to artistic, sporting, and cultural opportunities.
- Pupils respect diversity and difference across religions, ethnicities, and socio-economic groups.

Ofsted Toolkit 2025 (p.50): “Pupils should be taught to appreciate diversity, respect different faiths and beliefs, and engage positively with British values of democracy, liberty, and tolerance.”

- Equality and Diversity Lessons highlight respect for different cultures, religions, and traditions.
- Case Studies on British Values provide real-life contexts for democracy, liberty, and tolerance.
- Cultural Awareness Activities link to music, art, food, and festivals to broaden understanding.
- Interactive Scenarios encourage pupils to challenge stereotypes and appreciate differences.
- Assessment Data evidences individual understanding of cultural awareness and appreciation.
- School-Wide Engagement – resources support themed events (e.g., World Religion Day, Black History Month).

How 1decision Assessments Support SMSC Progress

1decision assessments provide schools with individualised data on every child's personal development journey. Unlike whole-cohort measures, which may mask individual progress, 1decision tracks understanding, skills and attitudes for each pupil across related SMSC themes.

This allows teachers to identify strengths and areas for improvement at a child level, ensuring targeted interventions and personalised support. This approach supports schools in demonstrating progress for all pupils, including those who may require additional support to engage with SMSC related learning. Inspectors value

evidence that schools can monitor and evaluate how each child is developing spiritually, morally, socially and culturally – not just broad cohort averages.

Through accurate assessment and monitoring within PSHE, schools can begin to:

- Evidence how individual pupils reflect on beliefs, values and behaviours over time.
- Show improvements in children's ability to make moral choices and understand consequences.
- Track social skills such as teamwork, empathy and respect across the key stage.
- Monitor appreciation of diversity, cultural awareness and respect for British values.

By embedding individual assessments, 1 decision helps schools to demonstrate how each pupil is making measurable progress in SMSC development.