



**Bramhall High School**

**SMSC / SKFL HANDBOOK**  
**2018 - 19**

Updated: July 2018  
Review Date: July 2019



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### **What is SMSC?**

It is EVERYTHING we do to facilitate our students' **S**ocial, **M**oral, **S**piritual and **C**ultural development:

- their self-knowledge and self-esteem;
- their ability to accept responsibility for their actions;
- their ability to understand their role in community life and a global citizen and to take action;
- their ability to distinguish right from wrong and to respect the law;
- their understanding of public institutions and services in England;
- their appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony.

### **What do we mean by cohesive SMSC experience?**

Students and staff need to regard SMSC development as integral to everything which happens in school. The way students speak to each other and staff, the litter (or lack of it!) on a corridor, student participation in extra-curricular activities: these are just some of the ways in which we can tell whether the SMSC development programme in a school is healthy or not. In the past, SMSC might have been seen as the domain of PSHE or Citizenship teachers; this just serves to compartmentalise behaviours and attitudes, rather than making it seen to be part of the everyday growth of individuals within a community.

### **What will the impact of an effective SMSC experience be on our students?**

We aim to develop students with enquiring minds, who are able to lead safe, healthy and fulfilling lives. They will understand and value themselves as individuals, with an increased sense of their own spiritual and moral development.

They will be reflective thinkers and will be able to make informed decisions, taking responsibility for their choices and actions.

They will develop an understanding of a range of values and beliefs and will be able to form respectful relationships with others through the skills of sensitivity and tolerance.

They will develop a sense of involvement in, and responsibility for, the future of society. They will make a positive contribution to the community.

In their working lives they will understand career paths available to them and will be able to participate both independently and as a team member.

They will have an understanding of how finances work and will be able to manage their money.

## **Where will students experience SMSC development?**

Assemblies

Curriculum subjects

Special events

Circle time

Charity events and community links

The Bramhall Way

Student Voice

Extra-Curricular opportunities

Student Leadership

Skills for Life days

Restorative Approaches

### **Assemblies**

There will be a clear assembly programme which aims to develop students' knowledge and understanding of community at a school-based, local, and national and world level. It will develop self-knowledge and reflection and an understanding of how individuals play a key role in community life. The programme will be led by a mixture of students, subject departments, house teams, senior staff and outside speakers. Topics will often focus on relevant events and issues but will lead to tie in with themes for reflection which will often be developed in weekly circle time discussions in core groups. While a programme will be in place, assemblies may be adapted to respond to an identified need, e.g. an occurrence in school or at a national level. (See 2018-19 Assembly programme.)

### **The Bramhall Way**

The whole ethos of The Bramhall Way revolves around the development of effective members of a community who are able to manage their emotions and behaviours and form effective relationships with others. The consistent use of The Bramhall Way by staff to encourage positive behaviours and create the mechanism to enable students to take responsibility for poor choices will be a key part of the students' SMSC experience. (See 'The Bramhall Way' staff handbook.)

### **Circle Time**

There will be a suggested circle time topic given to core tutors which will often link in with assembly themes/school events. Such discussion will enable students to reflect on the content of the assembly and often to debate citizenship issues and possibly identify courses of action. Some circle time activities will encourage students to reflect on their skills (e.g. academic target-setting). Core tutors will also use circle time to respond to an identified need, e.g. a dispute within the core group and will, therefore, promote restorative approaches.

### **Curriculum subjects**

Subjects will continually contribute to the SMSC programme. This will vary according to the nature and content of the subject. Subject content also contributes to SMSC development: examples include English, RS, History, Geography, Science and MFL, which all develop understanding of global, cultural and ethical issues related to the statutory subject of Citizenship. Maths and Enterprise/New Technologies develop understanding of finance and internet safety tied, whilst science, technology and PE all teach about aspects of healthy living: all tie into the PSHE national curriculum. Art, Music and Drama all develop cultural, spiritual and creative understanding which are key elements of SMSC.

### **Extra-curricular opportunities**

Clubs, trips and competitions develop a wide range of skills. Playing as part of a school team, representing your house, participating in a concert or performance, visiting a different country, participating in national competitions, running an enterprise venture: all encourage effective participation, self-management, and the opportunity to extend skills and apply them in real life contexts. (See examples of opportunities in Department Handbooks, on House noticeboards, in whole school newsletters and 'Inside Story', calendared events, etc.)

### **Charity Events and Community Links**

School-based, charity events develop student involvement in community issues and encourage a spirit of community cohesion. Links developing with the local community will also ensure the school is regarded as integral to and working with our neighbourhood. For instance, the Music Hub is strengthening links with the primary schools as are sports events. The PTA is working to engage parents and local residents. Events like 'the Bramhall Tea Party' help to strengthen our Community links.

### **Student Voice**

Engaging students in the process of lesson evaluation and the appointment of new staff is key in helping them develop a sense of ownership, partnership and responsibility in issues which really affect them. Student voice is undertaken by SLT, HODs, subject teachers and core tutors in relation to curriculum and learning strategies. Student voice is also undertaken to inform improvements in event planning and to support policy development.

### **Student Leadership**

Student Leadership has been increasingly developed in recent years. We have widened the programme even further so that students have a wealth of opportunities which enable them to develop social skills; form bonds with students outside their social circle; refine skills in conflict resolution; develop and lead teams; teach, guide and support others academically; run systems; express their opinions and debate issues; initiate and develop enterprises; organise charity and whole-school events; influence curriculum and policy; represent their school in , and liaise with, the community; and so on. Roles include: subject ambassadors, subject leaders, members of the school council/parliament, RA ambassadors, subject mentors, LRC leaders, sports leaders, young enterprise and anti-homophobic bullying ambassadors. We run the DofE.

### **Skills for Life Days**

The four Skills for Life days have replaced the specific PSHE/Citizenship lessons which have occurred in previous years. This strengthens the delivery of more specialist aspects of the curriculum:

Allocated days means that students can concentrate on a theme or issue and develop it more cohesively, engaging in activities which promote deeper learning.

Specialist staff and outside agencies can be brought into school, bringing expert knowledge and delivering age-appropriate material which responds to identified areas of need.

Impact can be measured more effectively, supporting Citizenship assessment requirements.

## Skills for Life Day Themes

There are four themes which have been developed from the PSHE national curriculum (non-statutory) and the Citizenship curriculum (statutory). PSHE deals with personal development and the well-being of the individual, whilst Citizenship deals with how societies operate and the place of the individual within a community. The Citizenship is not about just about gaining knowledge, but encouraging students to have an impact and to ACT.

1. **Relationships**
2. **Managing Money and preparing for the world of work**
3. **My place in society**
4. **Health and well-being**

Each year group will have a day on each theme (though we will not necessarily run the same theme at the same time). The programme will build on previous years, e.g. Year 7 will focus on developing themselves in their new school community, but will gradually look at their place in the wider community (laws, democracy, etc.) as they move through the school.

Staff will work in year teams (core tutors and allocated staff members). This is because materials are age-appropriate and core tutors have the best knowledge of sensitive issues which might need to be taken into account when certain activities are undertaken.

## Content of Year 6 PSHE

Sex and relationships

**Feelings:** Strong feelings: To know our feelings and reactions affect people; Body language: Attraction and love.

**Friendship/Relationships:** Qualities of friends; diverse nature of families; Family values; Different views and responsibilities within a family; why people choose to get married.

**Growing Up:** Review body changes as you grow; Personal Hygiene; The emotions, fears and worries of growing up; Seeking help; Increased understanding of sexual intercourse; Review understanding of conception; Responsibilities of having a baby; Contraception; Laws that protect us: Transmission of disease; Gender roles and stereotypes; How sex and relationships are portrayed in the media.

**Safety:** Learning to recognise risk: resisting pressures.

How a baby is made – making love, conception and birth; correct use of vocabulary.

## Drugs, alcohol and tobacco

Know about a range of legal/illegal drugs; understand effects and associated risks.

Explore attitudes and beliefs about different drugs and the people who use/misuse them.

Taking responsibility for personal safety and risk taking.

Recognising unwanted influences and pressures and exercising techniques for resisting them.

Making the right decisions.

Recognising the need to ask for help and how to do this.

### **Implementation 2018-19**

Planning time has been given to year teams to split into smaller 'day' teams and plan the detail behind each day, including use of visitors adapting resources as appropriate. It is important for each year team to have ownership of their programme and for students to see that ALL staff value it.

JK is liaising with outside agencies to support the days, particularly in the delivery of Sex and Relationships education, staff and student voice also indicates that external visitors often have significant impact.

NAJ liaises with representatives from each team throughout the year.

SENDCO and TAs should focus on how planned day programmes need to be adapted to accommodate individual students.

	<b>DAY 1 Tues 31 October 2017</b>	<b>Staffing</b>	<b>Rooming</b>
<b>Year 7</b>	Change, friendships, bullying: <b>Lesson 1</b> Friendship <b>Lesson 2</b> Bullying <b>Lesson 3</b> Prevent <b>Lesson 4</b> Stereotypes <b>Lesson 5</b> Assertiveness	<b>Sue Ahmed B Way</b> <b>AGN ALJ CES ELR FAE</b> <b>JAU RLO CLL</b>	Science / RS / LRC  CLL LRC ALJ CES BV2 FAE BV3 JAU Sc6 RLO Sc8 ELR Sc7 AGN Sc5
<b>Year 8</b>	<b>Future Careers and Options:</b>  Areas to cover: <b>Lesson 1</b> Stereotypical <b>Lesson 2</b> Careers <b>Lesson 3</b> Russian Dolls <b>Lesson 4</b> Options Career Presentation Safeguarding <b>Lesson 5</b> Grooming	<b>Sophie Magee B Way</b>  <b>AHS DOR CHI EHM NMC</b> <b>GSP STP STB GHO NAJ</b>	English / History Department AHS EN 7 DOR IT2 CHI EN4 EHM En2 NMC HS1 GSP / STP En5 STB / GHO En6 NAJ IT3
<b>Year 9</b>	Being a citizen, being part of your neighbourhood, crime and the law. Prevent 31 10 17 <b>Lesson 1</b> Prevent <b>Lesson 2</b> Am I Old enough <b>Lesson 3</b> One punch can kill <b>Lesson 4</b> If Britain was 100 people <b>Lesson 5</b> Stabbing Scenario	<b>Sally Stevens B Way</b>  ANI GBU <b>KED</b> ICR FDS TBT <b>LJT ARD ELJ SIS CMR RPE</b>	Mathematics Department ELJ / ANI EN 8 GBU Ma2 KED Ma6 ICR Ma4 FDS Ma3 LJT Ma5 ARD MA1 SIS Ma7 CMR L1 TBT MA2 RPE Ma8
<b>Year 10</b>	Healthy relationships, parameters, domestic violence. <b>Nurse Required</b> <b>Lesson 1</b> Contraception <b>Lesson 2</b> Parenting <b>Lesson 3</b> Relationships <b>Lesson 4</b> STIs Safeguarding <b>Lesson 5</b> The Law regarding sex	<b>John Flynn B Way</b>  HAB AMG <b>AWA</b> SRV PET <b>TPA AWO RMG JCC ASL JK</b>	MFL, Music, Drama  HAB LA1 AMG LA2 AWA / JCC LA4 SRV LA5 PET /JK LA6 TPA PCC AWO/ASL Dr1 RMG Mu1
<b>Year 11</b>	<b>Safeguarding GCSE</b>	<b>Year 11 Lloyd Gravell B Way</b>	TYV DT4 CJK IT2

		TYV CJK KPK AHT ATR VBU DPK ALL GIM LDV MIC KMG SJC PWW JOL APO	KPK AR2 AHT GE2 ATR GE1 VBU Dr2 DPK Mu3 ALL IT5 GIM BV1 LDV TX1 MIC DT3 KMG FD1 SJC DT1 PWW Ge3 JOL IT6 APO Sc11
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7<sup>th</sup>

February 2019

All students will work with the international athlete and this needs to be factored in.

	DAY 2 Thursday 7 <sup>th</sup> February	Staffing	Rooming
Year 7	Healthy Living: You will need to work in forms. <b>Assembly all 9 – 9.30 Hall with Athlete</b> <b>Session 1 9.30 to 10 in the Sports Hall, forms: AGN, ALL, ATR, CES</b> <b>Session 2 10 10.30 in the Sports Hall, forms: ELR, FAE, JAU, RLO</b> <b>Lesson 1</b> Benefit of Exercise <b>Lesson 2</b> Enterprise Safeguarding <b>Lesson 3</b> Grooming <b>Lesson 4</b> Healthy Living <b>Lesson 5</b> Healthy Living	<b>Sue Ahmed B Way</b> <b>AGN ATR CES ELR FAE</b> <b>JAU RLO CLL</b>	Science / RS / LRC CLL BV2 ATR Sc5 CES LRC FAE BV3 JAU Sc6 RLO Sc8 ELR Sc7 AGN Sc5
Year 8	Working with the athlete	Sophie Magee B Way	English / History Department

	<p><b>Session 3 10.30 to 11 in the Sports Hall, forms: AHA, AHT, CHI, STB</b></p> <p><b>Session 4 11:20 11.50 in the Sports Hall, forms: EHM, DPK, GSP, STP</b></p> <p>You will need to work in forms.</p> <p><b>Risk Taking</b></p> <p>Areas to cover:</p> <p><b>Lesson 1</b></p> <p>Alcohol</p> <p><b>Lesson 2</b> Drugs 1</p> <p><b>Lesson 3</b> Drugs 2</p> <p><b>Lesson 4</b> Risk Taking</p> <p><a href="#">Safeguarding</a></p> <p><b>Lesson 5</b> Sexting</p>	<p><b>STB</b> – to schedule although not on the team</p> <p><b>DPK GSP STP GHO ALJ VBU NAJ</b></p>	<p><b>GHO EN 7</b></p> <p><b>NAJ IT1</b></p> <p><b>ALJ En 1</b></p> <p><b>DPK En2</b></p> <p><b>VBU En 4</b></p> <p><b>GSP En 3</b></p> <p><b>STP En5</b></p> <p><b>STB En6</b></p>
<p><b>Year 9</b></p>	<p>You will need to work in forms and create a 9<sup>th</sup> group.</p> <p><b>Working with the athlete</b></p> <p><b>Session 5 11.50 to 12.20 in the Sports Hall, forms: ANI, CJK, GBU, GIM and Bespoke class</b></p> <p><b>Session 6 12:20 TO 12.50 in the Sports Hall, forms: ICR, LDV, FDS, TBT</b></p> <p>Risks</p> <p><a href="#">Safeguarding</a></p>	<p><b>Sally Stevens B Way</b></p> <p>ANI GBU DPK FDS <b>TBT</b> ARD ELJ SIS CMR</p>	<p><b>Mathematics Department</b></p> <p><b>ELJ EN 8</b></p> <p><b>GBU Ma2</b></p> <p><b>ANI Ma6</b></p> <p><b>DPK Ma4</b></p> <p><b>FDS Ma3</b></p> <p><b>ARD MA1</b></p> <p><b>SIS Ma7</b></p> <p><b>CMR Ma8</b></p> <p><b>TBT Ma2</b></p> <p><b>Additional Room Art1</b></p>

	<p><b>Lesson 1</b> Positive Relationships</p> <p><b>Lesson 2</b> Legal Highs</p> <p><b>Lesson 3</b> Budgeting</p> <p><b>Lesson 4</b> Gambling</p> <p><b>Lesson 5</b> £ and rights</p>		
<b>Year 10</b>	<p>You will need to work in forms</p> <p><b>Working with the athlete</b></p> <p><b>Session 7 12.50 to 1.20 in the Sports Hall, forms:</b></p> <p><b>ANI, CJK, GBU, GIM</b></p> <p><b>Session 8 2:00 TO 2.30 in the Sports Hall, forms:</b></p> <p><b>ICR, LDV, FDS, TBT</b></p> <p>Stress, Careers and Consent</p> <p><b>Lesson 1</b> Relaxation</p> <p><b>Lesson 2</b> Stress</p> <p><b>Lesson 3</b> U Explore</p> <p><b>Lesson 4</b> Depression</p> <p><b>Safeguarding</b></p> <p><b>Lesson 5</b> Consent</p>	<p><b>John Flynn B Way</b></p> <p>Maths Cover, AWA SRV  <b>PET</b> AWO PWW JOL JK  KPK</p>	<p><b>MFL, Music, Drama</b></p> <p>Maths Cov LA1</p> <p>JOL LA2</p> <p>AWA LA4</p> <p>SRV LA5</p> <p>PET /JK LA6</p> <p>AWO Dr1</p> <p>PWW IT2</p> <p>KPK IT3</p> <p>PCC Available</p>
<b>Year 11</b>	<p><b>History Trip 88 students GCSE</b></p> <p><b>GCSE Revision</b></p>	<p><b>Year 11 Lloyd Gravell B Way</b></p> <p><b>Trip Staff:</b></p>	<p><b>TYV DT4</b></p> <p><b>CHI AR1</b></p>

	<p><b>Working with the athlete</b></p> <p><b>Session 9 2:30 to 3PM in the Sports Hall</b></p>	<p><b>NMC RMG JCC ICR EHM</b>  <b>AHS RPE CJK AMG</b></p> <p>Year 11 GCSE Class</p> <p>CHI ASL APO KMG SJC  AHT LDV MIC TYV GIM</p>	<p><b>ASL Dr1</b></p> <p><b>AHT GE2</b></p> <p><b>GIM BV1</b></p> <p><b>LDV TX1</b></p> <p><b>MIC DT3</b></p> <p><b>KMG FD1</b></p> <p><b>SJC DT1</b></p> <p><b>APO Sc11</b></p>
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