

THE MOUNT PSHE & SMSC POLICY

Version	1.3
Name of policy writer	Euan Burton-Smith
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Approved by	Chris Sellers – Director / Proprietor
Applies to	The Mount School, including Kindergarten/EYFS where appropriate

1. Aims and Ethos

A consideration for others, an understanding of the world around us and respect for different people, faiths, beliefs, cultures and ways of life are central to all that we do at The Mount School. Children are encouraged to express their views appropriately and to know that their thoughts and feelings will be heard and respected.

Our aim is that pupils become confident, resilient, reflective and responsible young people. Pupils are given opportunities, responsibilities and experiences which prepare them for later life. Through PSHE and the wider life of the school, The Mount promotes pupils' spiritual, moral, social and cultural development and supports their mental and physical development.

PSHE is developed through planned teaching, assemblies, pastoral care, relationships, leadership opportunities, clubs, visits, visitors, charitable activity, pupil voice and the everyday culture of the school.

2. School Aims

Aim 1: Our children are happy and become resilient and reflective learners: academically, socially, physically, spiritually and mentally.

Aim 2: Develop in each child independence, commitment and enthusiasm.

Aim 3: Foster a spirit of mutual respect and kindness and encourage everyone to do their best for the community.

3. Statutory and Regulatory Context

This policy reflects the requirements applying to independent schools in England. It has regard to the Education (Independent School Standards) Regulations 2014; Department for Education Independent School Standards guidance (April 2026); the revised Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance in force from 1 September 2026; the Equality Act 2010; relevant Prevent duty guidance; Keeping Children Safe in Education; and the EYFS statutory framework where applicable.

Where PSHE includes statutory Relationships Education or other RSHE content, teaching will be consistent with current statutory guidance and the school's separate RSE/Relationships Education Policy.

4. Jigsaw PSHE Curriculum

The Mount uses the Jigsaw whole-school spiral programme as its principal framework for PSHE/RSHE from Kindergarten through to Form VI. Jigsaw supports coherent, age-appropriate progression in personal development, relationships, health, emotional literacy, social skills and spiritual development.

Jigsaw is a framework and resource rather than a substitute for professional judgement. Teachers remain responsible for ensuring that content is appropriate to pupils' age, maturity and needs and that statutory requirements are met.

Jigsaw Puzzle	Broad focus
Being Me in My World	Belonging, rights and responsibilities, class and school community
Celebrating Difference	Respect, diversity, similarity and difference, bullying and inclusion
Dreams and Goals	Aspirations, resilience, goal-setting and achievement
Healthy Me	Physical and mental health, healthy choices, safety and wellbeing
Relationships	Families, friendships, respectful relationships, communication and online relationships
Changing Me	Change, transition, growing and age-appropriate relationships/health learning

5. Core Areas of PSHE

- Health and wellbeing, including physical health, mental wellbeing, healthy lifestyles, safety and age-appropriate first aid.
- Relationships, including families, friendships, respectful relationships, boundaries, consent in an age-appropriate context, online relationships and seeking help.
- Living in the wider world, including citizenship, democracy, economic and financial understanding, careers awareness, responsibilities and contribution to the community.
- Age-appropriate education concerning drugs, alcohol and tobacco; identity; diversity; friendship; study skills; transition; and personal safety.
- Understanding protected characteristics, challenging discrimination and developing respect for other people.

6. Relationships and Health Education

The revised Department for Education statutory guidance came into force on 1 September 2026 and applies to independent schools. The Mount will ensure that relevant curriculum planning and teaching have regard to that guidance.

Detailed arrangements, including curriculum content, parental consultation and any right to request withdrawal from non-statutory primary sex education, are set out in the school's RSE/Relationships Education Policy. Teaching will be factual, age-appropriate, sensitive and inclusive.

7. Mental Health, Wellbeing and Assessment

Mental health and wellbeing are embedded across PSHE and the wider pastoral life of The Mount. Pupils learn age-appropriate language for emotions, strategies for managing feelings, the importance of healthy relationships and routines, and how and where to seek help.

Assessment is used to understand what pupils know, understand and can apply and to inform subsequent teaching. Jigsaw assessment opportunities, discussion, pupil reflection, observation and work produced may be used. Personal beliefs, private experiences or sensitive disclosures will not be turned into graded outcomes. EYFS children are assessed through relevant EYFS arrangements.

8. Assemblies and Wider Opportunities

Assemblies are central to the school week and contribute significantly to PSHE and SMSC. They may include music, staff or pupil presentations, stories, role play, discussion, celebration, visitors, current themes and moral questions.

- Pupil involvement in assemblies and performances.
- Head Boy and Head Girl elections and other positions of responsibility.

- School Council and Eco Council.
- Charitable and community activity.
- Sports representation and teamwork.
- Creative workshops, concerts and whole-school performances.
- Debating and opportunities to consider differing viewpoints.
- Celebration of achievements within and outside school.

9. Spiritual, Moral, Social and Cultural Development

The Mount actively promotes pupils' spiritual, moral, social and cultural development in accordance with the Independent School Standards. This is embedded through curriculum, ethos, relationships and the wider life of the school.

Aspect	How The Mount promotes it
Spiritual	Self-knowledge, self-esteem, confidence, reflection, curiosity and appreciation of beliefs, values and creativity.
Moral	Understanding right and wrong; respecting the civil and criminal law of England; considering consequences and taking responsibility.
Social	Working with others, showing initiative, contributing to school and community and understanding public institutions and services.
Cultural	Respecting pupils' own and other cultures, encountering diverse traditions and perspectives and preparing for life in modern Britain.

10. Fundamental British Values

The school actively promotes democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded rather than treated as isolated activities.

Value	Examples at The Mount
Democracy	Pupil elections, School Council, Eco Council, debate, pupil voice and age-appropriate understanding of democratic decision-making.
Rule of law	School expectations; why rules and laws exist; public services; safety and the protection afforded by law.
Individual liberty	Making informed choices, expressing views respectfully, understanding rights, responsibilities, boundaries and consequences.
Mutual respect and tolerance	Respectful relationships; learning about faiths, beliefs and cultures; challenging prejudice and valuing diversity.

Views or behaviours contrary to fundamental British values, discriminatory or prejudicial will be challenged appropriately. This does not mean avoiding difficult questions: pupils should be supported to discuss them safely, critically and in an age-appropriate way.

11. Equality, Diversity and Protected Characteristics

The school promotes respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010. Teaching must not unlawfully discriminate against pupils.

Protected characteristics		
Age	Disability	Gender reassignment
Marriage and civil partnership	Pregnancy and maternity	Race
Religion or belief	Sex	Sexual orientation

Teaching will be age-appropriate. Respect for people with protected characteristics does not require every characteristic to be taught in identical depth at every age; however, prejudice, bullying and unlawful discrimination will not be normalised or left unchallenged.

12. Political Impartiality

The Mount will not promote partisan political views in the teaching of any subject. Where political issues are brought to pupils' attention by the school, staff or visitors, pupils will be offered a balanced presentation of opposing views appropriate to their age and understanding.

Balanced treatment does not require unlawful discrimination, terrorism, misinformation or claims contrary to established evidence to be presented as equally valid alternatives. Pupils will be helped to distinguish fact, opinion, argument and evidence and to disagree respectfully.

13. Outside Speakers

Outside speakers can enrich pupils' learning. The school will undertake proportionate checks and planning before a visitor addresses pupils, considering the speaker, purpose, proposed content, pupils' ages, safeguarding, political impartiality and any Prevent-related concerns. A member of staff retains responsibility for the session.

14. Prevent, Radicalisation and Safeguarding

Prevent forms part of the school's wider safeguarding approach. Its aim is to stop people from becoming terrorists or supporting terrorism. Current Prevent guidance describes radicalisation as the process of a person legitimising support for, or use of, terrorist violence.

The school will not use simplistic lists of opinions, identities or characteristics as proof that a child is being radicalised. Staff will use professional curiosity, consider the whole picture and report concerns through safeguarding procedures. The DSL will determine appropriate next steps.

PSHE builds resilience through critical thinking, media literacy, respectful discussion, belonging, understanding democracy and the rule of law, and confidence to seek help.

15. SEND, Inclusion and EYFS

PSHE will be accessible to pupils with SEND and other additional needs. Teachers will adapt language, resources, pace, examples and methods of participation without unnecessarily reducing curriculum ambition. Particular care will be taken where pupils need additional teaching about relationships, boundaries, personal safety, online safety and seeking help.

In the EYFS, personal, social and emotional development is integral to daily practice. Children are supported to form secure relationships, regulate emotions, develop confidence and independence, understand routines and boundaries, cooperate with others and learn about similarities and differences. Jigsaw may support this provision where developmentally appropriate.

16. Parents and Carers

Parents and carers are important partners in pupils' personal development. Information about the PSHE/RSHE curriculum and relevant policies will be made available. Where statutory guidance requires consultation in relation to Relationships Education/RSE policy, the school will follow those requirements. Any withdrawal rights will be applied in accordance with current statutory guidance and the school's RSE/Relationships Education Policy.

17. Roles, Monitoring and Review

Role	Responsibility
Proprietor/Directors	Ensure applicable Independent School Standards and statutory requirements are met and appropriate oversight is in place.
Headteacher	Provide strategic leadership, ensure implementation and maintain appropriate curriculum and safeguarding links.
PSHE leadership	Maintain coherent planning and progression, support staff, review resources and curriculum coverage.
Teachers and staff	Deliver age-appropriate teaching, model respectful behaviour, make adaptations, maintain political impartiality and act on safeguarding concerns.

The school will monitor effectiveness through a proportionate combination of curriculum review, planning scrutiny, pupil voice, lesson visits or professional discussion, assessment information, work where appropriate, safeguarding and behaviour information, staff feedback and review of wider opportunities.

Monitoring will consider not only whether content has been delivered but whether pupils are developing appropriate knowledge, understanding, confidence, respect and readiness for the next stage of education and life. This policy will be reviewed annually or sooner where requirements change.

18. Related Policies and Guidance

- RSE/Relationships Education Policy
- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Equal Opportunities/Equality Policy
- SEND Policy
- Online Safety/Acceptable Use arrangements
- Curriculum Policy
- EYFS policies and procedures
- DfE Relationships Education, RSE and Health Education statutory guidance (from 1 September 2026)
- DfE Independent School Standards guidance (April 2026)
- Home Office Prevent duty guidance and Key Principles of Prevent