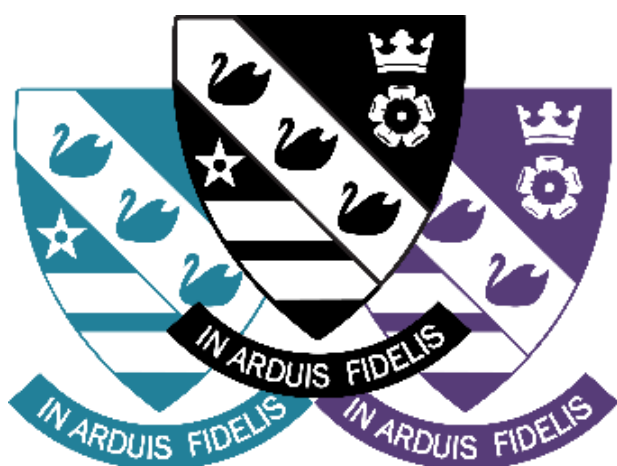


SELBY HIGH SCHOOL

SPECIALIST SCHOOL FOR THE ARTS AND SCIENCE



2026 Values

Curriculum Policy (inc PSHE and Life Development)

Ratified by the Board of Governors

Date April, 2026

Signed Andy Reed

Chairperson Andy Reed

Review Date April, 2028

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Introduction

This policy is intended to be read alongside the following school policies as elements of the Values Curriculum overlap significantly with these areas of school life:

- Relationships, Sex, and Health Education (RSHE) Policy
- SEND Policy
- The Single Equality Scheme
- Drugs and Substance Misuse Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Food Policy
- Positive Relational Behaviour Policy, including Anti-Bullying Policy
- Careers Information

The Aims of the Values Curriculum

The Values Curriculum sits at the centre of the school's ethos of Embracing Diversity, Unlocking Potential and Inspiring Learning.

The Values Curriculum is where students learn valuable knowledge, skills and understanding that they will need to succeed as an active, global citizen in a modern world, including learning about and enacting the Fundamental British Values and considering their own and others' social, moral, spiritual and cultural development. Students will develop a sense of personal responsibility and an appreciation of the diverse society in which they live. They will also gain an understanding of the importance of maintaining a healthy, active lifestyle, and staying safe in a range of situations as well as strategies to be able to achieve this.

Through the Values Curriculum we aim to:

- i. Develop good citizens; explore, understand and reflect the Fundamental British Values.
- ii. Encourage debate, and respect for other people's opinions and develop critical thinking skills.
- iii. Enable students to make informed choices about their present and future lives.
- iv. Develop the social, physical and mental well-being of students including learning about a range of different relationships; healthy and unhealthy behaviours in relationships; consent; and sexual health.
- v. Enable students to plan for the future.
- vi. Develop in students both an economic and environmental awareness from a personal, local, national and international perspective.

The policy aims to ensure that all stakeholders understand the importance of developing a coherent whole-school approach to delivering the varied aspects of the Values Curriculum as an integral part of the education, well-being and safety of students within Selby High School.

The Scope and Range of the Values Curriculum

The Values Curriculum is the overarching name given to a wide range of different components of the wider curriculum some of which have statutory underpinning:

- Citizenship and Fundamental British Values (FBV)
- Personal, Social, Health and Economic Education (PSHE)
- The Social, Moral, Spiritual and Cultural development of students
- Relationships, Sex, and Health Education (covered separately in the RSHE Policy)

- Careers (also covered separately in the Careers Information Document)

The different elements of these areas are carefully planned across the five-year curriculum journey of a student, and are broadly divided into 5 key strands, which are revisited throughout the curriculum.

The five strands are:

1. **Identity, Equality and Diversity**

Through this strand we aim to promote mutual respect and tolerance for people and groups in our society including recent migrants to the UK, recognising not only that there are a number of characteristics that people have and share which are protected by law, but also that different iterations of these characteristics are equally valid. These **protected characteristics** form an integral part of people's identities, are worthy of celebration, and are protected from discrimination under the Equality Act (2010). We make links with other Fundamental British Values such as individual liberty and the rule of law, when recognising and challenging extremism, including hate incidents and signs of radicalisation; understanding and appreciating different cultural values; and preventing bullying.

2. **Raising Aspirations**

This strand aims to enable students to make informed choices about the next phase of education and future careers. Students are encouraged to make short, medium and long-term plans towards these choices, identify goals and milestones along the journey, look for opportunities and challenges on the way, and develop strategies to cope with change. Throughout their school career students will identify and recognise the personal qualities that are required to achieve goals, become a resilient individual, and manage personal finances.

3. **Active Citizenship**

Through this strand, students recognise the importance of community (local, national and global) and their individual role within it; students will understand what it means to live in a diverse and democratic country. Students will be able to understand and respect a range of democratic processes in the UK including considering different types of laws, how they are made, who has a say in how they are made; considering how local and national representatives are elected and/or appointed; understanding both universal human rights and rights of children, what measures are in place nationally and internationally to protect and promote them; and develop an appreciation for and understanding of other cultures. Students will also consider their impact on the environment and what can be done to mitigate this.

4. **Healthy Relationships (RSHE)**

Within this strand, students develop the knowledge and skills to navigate a diverse range of relationships, with a focus on the fundamental building blocks of **respect, trust, and consent**.

Healthy Foundations: Identifying the characteristics of positive friendships, professional associations, and committed long-term relationships, including the legal status of marriage and civil partnerships.

Safety and Boundaries: Recognising the boundaries of physical and emotional privacy. This includes understanding the impact of online environments on relationship dynamics and the risks associated with digital communication.

Abuse and Harassment: Explicitly identifying the signs of coercive control, domestic abuse, and peer-on-peer (child-on-child) abuse. Students will learn the legal definitions of harassment and the long-term impact of toxic behaviors on mental and physical well-being.

Agency and Support: Developing the confidence to challenge "toxic" or stereotyping behaviors and knowing exactly how and when to access professional advice or intervention.

5. Physical Health and Mental Wellbeing

This strand promotes the importance of making informed choices in a range of different areas of life including road safety, nutrition, exercise, sleep health, body hygiene, menstruation, drugs and alcohol, and gambling. Students will recognise the impact of good physical health on positive mental wellbeing and understand the influence of responsible decision making in relation to long term health and wellbeing.

These strands, woven throughout the curriculum, are delivered in the following ways:

- As part of a student's weekly timetable through Life Development lessons;
- Through a planned programme of activities on three Diversity Days through the course of the year;
- Through the weekly assembly programme and during Personal Development time;
- Through the additional curriculum opportunities to develop students' talents and encourage them to try new experiences, such as the Enrichment Programme in Years 7, 8, 9 and 10 the Selby Challenge, and a wide range of Extra-Curricular Activities, Trips and Visits throughout the five years at school;
- Through identified aspects of each of the school's subjects;
- Through the whole school culture, embodied for example in the Positive Relational Behaviour Policy, our inclusive approaches and whole school awareness of SEMH issues.

The Values Curriculum will also take into account the areas identified in the DfE's Curriculum Review (2025), and which are a central part of the whole school curriculum map:

- Financial Literacy
- Digital Literacy
- Media Literacy
- Sustainability and the Environment
- Critical Thinking

Equality

The Values Curriculum is developed in line with principles of the Equality Act (2010), and with the Selby High School Single Equality Scheme and the Equality Objectives.

Life Development

At Selby High School key aspects of Citizenship, British Values and Personal, Social, Health, and Economic, Education (PSHE) are taught through timetabled Life Development lessons.

Life Development is a school subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Life Development, in tandem with RE, forms a basis for development of the whole person, providing a safe environment to build debating skills which are based around informed opinions. Students are encouraged to think about and discuss a wide range of issues that may affect them, including those of an ethical nature, and to develop ever increasing levels of awareness and self-responsibility.

Please follow [this link](#) to the planning documents for the Values Curriculum and Diversity Days.

Assemblies

Assemblies are fundamental in contributing to the ethos of the school and allow students an opportunity for collective reflection of SMSC issues.

Assemblies take into account a range of local, national and global issues that are relevant to the school community, developing an awareness that is central to their role as a member of the school and as a global citizen. In addition to this they also provide an opportunity to celebrate the achievements of our school community, sharing and rewarding the accomplishments of our students.

All year groups have at least one assembly per week delivered in year groups. Assemblies are delivered by a range of staff across the school providing an opportunity to share the school's values on a cross-curricular level.

The theme and focus of each assembly is mapped to the school's Values and throughout the year students will experience a range of different perspectives, considering a range of different issues, relating to the school's values. Some assembly topics are revisited every year, for example Holocaust Memorial Day, Remembrance Day, Black History Month, LGBTQIA+ Pride Month albeit with a different focus and theme each year.

Diversity Days

There are three Diversity Days that are delivered throughout the academic year. This involves the whole school following a collapsed timetable for the day. All staff are involved in Diversity Days and there is an expectation that staff get fully involved with the planning & delivery of some inspiring alternative-themed sessions, under the guidance of the Director, Values Curriculum.

The Diversity Days aim to:

- Address any gaps in knowledge & build on our current Values Curriculum provision in school,
- Continue to improve the personal development of students,
- Streamline a lot of our existing provision to reduce the impact on lessons,
- Secure staff participation so that students see the Values Curriculum as permeating throughout the entire school curriculum and not just being limited to assemblies or Life Development lessons.

Curriculum Mapping

The following document shows the key strands of the Values Curriculum and how they are mapped against the different curriculum elements, including subject areas.

Please follow [this link](#) to the planning documents for the Values Curriculum and Diversity Days.

Spiritual, Moral, Social and Cultural Development

There are clear links throughout the Values Curriculum to the spiritual, moral, social and cultural development of the students:

Spiritual Development: how we promote a sense of 'awe and wonder' in school and how students respond to opportunities and reflect on aspects of their lives. This may be through visits to places for worship, experiencing talks (both recorded and/or in person) from experts and leaders in their fields of interest, or hearing from ex-students.

Moral Development: how we teach students to understand the differences between right and wrong and the respect they have for other people, truth, justice and property; their response through their behaviour and views. This may be through consideration of a range of legal and moral issues through assemblies and/or Life Development lessons, hearing from people who have made mistakes in their lives and how it has affected their development.

Social Development: how we prepare students and how they respond and relate to others in different social settings, taking responsibility, exercising initiative, working in groups, co-operating productively in the school and wider community. This may be through working on an enterprise project with their PD group, taking part in team-building and leadership activities.

Cultural Development: how we prepare students to understand aspects of their own and other cultural environments and by their response to this provision. This may be through hearing from a range of people and their 'lived experiences' of cultural diversity, students considering their own differences and similarities with other people in a local, national or international context.

British Values

The Values Curriculum aims to promote, embed, revisit and reinforce the British Values throughout the curriculum both within the context of Life Development lessons, the Religious Education curriculum, Diversity Days, assemblies and Personal Development sessions. Elements of the British Values that are promoted within Selby High Schools Values Curriculum include, but are not limited to:

Democracy

- Fairness – being able to express own opinions
- Human Rights
- Rights and responsibilities
- The role of the government in the UK and beyond
- Government structure and elections

The Rule of Law

- Rights and responsibilities
- Hate crime – racism, sexism, homophobia
- Age of consent
- Drugs law
- Human Rights

Individual Liberty

- How to manage freedom
- Risk taking
- Health issues – drugs, diet, exercise
- Freedom to express feelings, beliefs and values
- Human Rights
- How to keep safe

Mutual Respect and Tolerance

- Friendship
- Bullying
- Family Relationships
- Relationship, Sex Education
- Human Rights

The role and responsibilities of the Director, Values Curriculum

- Ensuring that the Values Curriculum is in place and that all topics are planned and resourced in line with the whole school curriculum planning scheme;
- Developing, evaluating and reviewing the Values Curriculum in the five broad themes outlined in this document and any new developments in the national citizenship and PSHEE agenda.
- Management and allocation of teaching space and rooms to include large venues for whole year group presentations.
- Duplicating, ordering and stock control of all relevant materials.
- Management and oversight of the Values Curriculum budget.
- Liaising with the Director, Careers and Work Based Learning.
- Ensuring that the appropriate training and guidance of all teaching staff who deliver the Values Curriculum takes place.
- Producing a Curriculum Area Development Plan where appropriate, in consultation with the link member of the Senior Leadership Team.
- Attending regular Network meetings to keep fully up to date with the latest developments in PSHEE & C at both a County and National level.
- Organisation of whole school Diversity Days and assemblies, including working with outside agencies, to support the delivery of the PSHEE & C curriculum across both KS3 and 4.
- Undertaking of regular lesson observations and book scrutiny as part of whole school Quality Assurance Policy.

The role and responsibilities of Life Development teachers

- Ensuring that they familiarise themselves with appropriate Schemes of Learning and prepare lessons accordingly, to meet fully the needs of all learners in their teaching groups including appropriate differentiation of resources.
- Returning re-usable resources to their source.
- To undertake assessment of the Life Development programme in line with the whole school feedback policy.

The role and responsibility of Senior Leadership Team

Providing a link member of SLT with a responsibility for the Values Curriculum.

Working with Parents/Carers/Guardians

Workshops may be held from time-to-time on health-related topics such as for example substance use,

bullying, Sex, Relationships Education. Parents/carers/guardians are provided with information regarding the Relationships, Sex, and Health Education subject content within the Values Curriculum annually via a letter. The right of parents/carers/guardians to withdraw their children from the teaching of sex education lessons is outlined and explained in this letter. Parents/carers/guardians and governors of the school are welcome to review any RSHE resources the school uses and this invitation is extended in the annual letter referenced above.

Comments from parents/carers/guardians regarding any aspect of the Life Development programme are welcome and will be addressed by the Director, Values Curriculum.

Complaints about any aspect of the Values Curriculum programme in the school should be made in writing to the Principal following the school's complaints procedure.

Copies of the policy will be made available to all teaching staff, governors and to parents/carers/guardians from the school on request.

Parents/carers/guardians will be informed of the Values Curriculum through the school website and in any appropriate curriculum documents.

Student Voice

Students will be involved in the review process through student interviews and recommendations to change different aspects of the Values Curriculum which will be considered and implemented where appropriate. The school will also undertake the Growing Up in North Yorkshire survey, and carefully analyse the responses to see where adaptations of the curriculum may be necessary.

Staff Training/INSET

The Director, Values Curriculum will attend training courses and keep up to date with regular developments in PSHEE & C education, to support the development of the Values Curriculum, which are deemed necessary, and ensure that appropriate training is in place for staff.

All staff will be given appropriate training before they start to teach sex education and a teacher's professional right not to teach sex education will be respected, in which case appropriate support or alternative teaching arrangements will be made.

In house training will play a vital role in developing the expertise of staff delivering the Values Curriculum.

Procedures for Policy Monitoring and Evaluation

The Values Curriculum policy will be reviewed by governors every three years to ensure that it is relevant and up-to-date, and responsive to national policy developments, the Growing Up in North Yorkshire survey, and other key local and national advice and information.

Termly evaluation of learning materials will take place with feedback from students, teachers and Key Stage Directors. Revision of the programme will be made as appropriate.