



St. Francis' College ***PSHE Education Policy***

Introduction

The 'College' refers to all the staff and pupils of the Prep department and Senior School which includes Early Years Foundation stage (EYFS), Pre-prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

St. Francis' College is an independent selective, day and boarding school of approximately 410 pupils between the ages of 3 and 18 years.

Rationale

Personal, social, health and economic education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of the College community and families. By its very nature Personal, Health and Economic Education (PSHE Education) permeates the whole curriculum, both the formal and the informal. PSHE Education in its broadest sense is part of every student's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for school leadership.

Policy

PSHE Education (Personal Wellbeing) provides learning opportunities and experiences for the personal development of young people in preparing them for adult life as members of the College, their families, and their wider communities. PSHE Education is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. The programme actively promotes the basic fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. It also encourages students to embrace differences and to value the right of individuals to be treated equally irrespective of Protected Characteristics, as set out in the Equality Act 2010.

The non-statutory guidelines consist of a framework for PSHE education for Key Stages 3 and 4. Students develop knowledge, skills and understanding in the following areas:

- Developing self-esteem, self-confidence and self-knowledge.
- Distinguishing between right and wrong, and acceptance of responsibility for their own behaviour.
- Respect of civil and criminal laws of England.
- Making a positive contribution to society.
- Reflecting on the natural world we live in.
- Making informed and relevant choices.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Aims

The overarching aim for PSHE education is to provide students with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Guidelines

1 Roles and Responsibilities

The monitoring, review and development of the PSHE Education programme is collaborative and takes into consideration the views of the Form tutors, the students, the Deputy Heads, the Assistant Head – Pastoral (Designated Safeguarding Lead) the Head of Sixth Form, the PSHE Co-ordinator and Head of Careers.

The PSHE Co-ordinator is responsible for: the overall planning, development, implementation and review of the programme meeting termly with Heads of Year, Form Tutors and monthly with the Assistant Head – Pastoral:

- Ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation to PSHE Education.
- Organising the delivery of PSHE Education is through a team of dedicated teachers.
- Ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills – refer to teaching methods and learning approaches.

All staff are required to teach within the College's aims.

This collaborative approach facilitates changes to the PSHE Education programme at short notice. This enables situations to be addressed and to prevent further issues developing from them. The College Pastoral team are able to receive support when dealing with Year group issues, such as friendship issues, self-esteem and anti-bullying.

2 Organisation and co-ordination

PSHE Education is delivered in designated Form periods by the Form Tutors and in “off-timetable activity” days by the PSHE Co-ordinator, College staff and external practitioners. Each year group is afforded approximately 1 day per year of “off timetable activity” time. Visiting speakers are always supervised by members of the College staff whilst working with students. This is in line with the College’s Safeguarding policy. For each PSHE Education session/event students have preparation activities before the event and follow up activities post event, including evaluation. “Activity days” are active, relevant, engaging and inclusive. They involve discussion, role play, investigation, games and presentations.

The PSHE Co-ordinator liaises closely with the external practitioners to ensure that the sessions and their content are relevant, appropriate and meet the needs of the College’s students and follow professional and government guidelines.

3 Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods. Including:

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle time.
- Drama and role-play.
- Discussion and debate.

4 Assessment, Reporting and Recording

As with any learning process the assessment of students’ personal, social and emotional development is important. It provides information which indicates students’ progress and achievement and informs the development of the programme. Students do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on student’s self-awareness and self-esteem.

5 Monitoring, Evaluation and Review

The policy will be evaluated and reviewed each year by the PSHE Co-ordinator and the Assistant Head - Pastoral. The views of students will be ascertained by student PSHE evaluations who will liaise with the PSHE co-ordinator termly, to review teaching.

6 Curriculum Provision

The PSHE Education programme is written in accordance with National Curriculum guidelines, ISI Framework, College Policies and PSHE Association guidelines. At Key Stage 3, students build on the skills, attitudes, values, knowledge and understanding they have acquired. PSHE Education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE Education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE Education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of students may be gaining direct experience of issues taught through PSHE Education.

PSHE Education is delivered through three overlapping and linked 'Core Themes'. The Core Themes are:

- Health and Wellbeing.
- Relationships.
- Living in the Wider World, Economic Wellbeing, Careers and the World of Work.

Throughout the academic year there are monthly themes which the whole College engages with. In assemblies, PSHE lessons and in activities there is a common focus.

Programme of Study for Health and Wellbeing

Students are taught:

- How to maintain physical, mental and emotional health and wellbeing including sexual health and issues such as female genital mutilation (FGM), about parenthood and the consequences of teenage pregnancy.
- How to assess and manage risks to health and to stay, and keep others safe.
- How to identify and access help, advice and support.
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health.
- How to respond in an emergency including administering first aid.
- The role and influence of the media on lifestyle.

Programme of Study for Relationships

Students are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
- How to recognise and manage emotions within a range of relationships.
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.
- About the concept of consent in a variety of contexts (including in sexual relationships).
- About managing loss including bereavement, separation and divorce.
- To respect equality and be a productive member of a diverse community.
- How to identify and access appropriate advice and support.

Programme of Study for Living in the Wider World, Economic Wellbeing, Careers, and the World of Work

Students are taught:

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national, preparing students for the opportunities, responsibilities and experiences of later life in modern Britain.
- About the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- About respect for people of all faiths (or those of no faith), cultures and lifestyles through effective spiritual, moral, social and cultural development, including through extra-curricular activity and volunteering within their local community.
- A balanced approach to RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain.
- About what is right and what is wrong.
- How to identify, stay safe and access help regarding the dangers of radicalisation and extremism.
- How to make informed choices and be enterprising and ambitious.
- How to develop employability, team working and leadership skills and develop flexibility and resilience.
- About the economic and business environment.
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

The PSHE programme also includes activities that are a regular part of the College's life:

- Students' self-assessment and target setting.
- The preparation of a personal statement for the yearly College report.
- Improving revision techniques in advance of the examination periods.
- The adoption of a charity, investigation of its work and fund raising by each Form.
- Planning and rehearsal of a Form assembly.

Charity work and assembly preparation are excellent vehicles for the development of team work and decision making skills which are part of the PSHE and Citizenship curricula.

7 Dissemination of the Policy

This policy is available on the school VLE, on request to parents, carers and ISI through the Headteacher.

8 Other policies that have Relevance

- Anti-bullying
- Alcohol and tobacco
- Careers Education and Guidance
- Collective Worship
- Students Charity
- Drugs Education
- Educational visits
- Equal opportunities
- E-Safety
- Extra-curricular activities
- Healthy eating
- Safeguarding Children
- Sex Education

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