

WINDLESHAM HOUSE SCHOOL

POLICY: PHYSICAL, SOCIAL, HEALTH & EMOTIONAL EDUCATION (PSHEe)



Policy: 03-03

Effective: February 2020

Last Technical Review: Sep 2020

Next Review: March 2021

Responsible Member of Staff: Pippa Sutcliffe, Assistant Head (Academic)

Responsible Governor: Charlotte Johnston

Statement of Policy: PSHEe is the learning and teaching element of the safeguarding, behaviour management and emotional wellbeing policies which underpin our commitment to provide a friendly and safe atmosphere in which our children can learn, develop and thrive. PSHEe aims to enhance, support and promote the spiritual, moral, social and cultural development of our children, while preparing them for the opportunities, experiences and responsibilities that they will face during their education and beyond.

This policy and procedures also apply to our Early Years Foundation Stage and after School care

This policy has been produced in consultation with the PSHE association, the Head of PSHEe and the responsible governor, as well as other heads of department (science, RS and ICT) and with reference to the Education Act 2002, the Education and Inspections Act 2006 and the Equalities Act 2010.

Access to our policy

The policy will be available to parents and carers through the school's website and on the parents' portal.

Creating a safe and supportive learning environment

At the beginning of each academic year we elicit and establish ground rules with all our pupils, and when they are agreed, the "contract" is signed by both teacher and pupil. We refer back to these rules regularly to ensure that a safe learning environment can be enjoyed by everyone.

We are aware that during the course of PSHEe lessons, pupils may indicate that they are vulnerable or at risk, and in those instances we would act in accordance with our safeguarding children and child protection policy, particularly the points on duty to report and confidentiality.

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Equality and diversity

We promote the needs and interests of all pupils irrespective of gender, sexual orientation, culture, ability or aptitude by delivering teaching pedagogy that encompasses gender-aware material, uses neutral terminology when describing relationships, is aware of and celebrates cultural differences, and differentiates for learning needs. We are sensitive to parental withdrawal with regard to personal beliefs surrounding RSE and religion.

Teaching pedagogy takes into account the ability, age, readiness and cultural backgrounds of our children and those with English as a second language to ensure that all can access fully PSHE education provision. We will use PSHE education as a vehicle to address diversity issues and to ensure equal opportunities for all, by ensuring that the curriculum covers age appropriate learning on discrimination, prejudice, tolerance and diversity. Included in this are the protected characteristics as listed in section 4 of the Equality Act 2010, such as age, disability, race, marriage and civil partnership, religion or belief, sex and sexual orientation. All staff undergo Prevent training and awareness of these issues informs our teaching.

We promote social learning and expect our students to show a high regard for the needs of others by modelling good behaviour and using discussion and scenarios in our learning.

Our values

Our school promotes the values of integrity, kindness, understanding, resilience, truthfulness and respect for others and ourselves. We inculcate social, moral, spiritual and cultural and British values into life at school, and these values are underpinned by the teaching and learning across our whole school curriculum. PSHEe is a valuable resource for delivering and embedding these values in our learning.

Our aims and objectives

Our aim for our PSHEe education is to provide pupils 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, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

We aim to adopt a child-centred approach to learning whereby every child has the opportunity to flourish and grow through exploration and discussion in a safe and secure environment. This is held in place by our adherence to the ground rules set by staff and children, and underpinned by our safeguarding, online safety, welfare and behaviour management policies. Our learning objectives reflect the aims and values set out above and promote pupil wellbeing.

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Our intended outcomes

PSHEe 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. The learning outcomes of our programme will enable pupils to understand that their views and opinions will be valued and respected, whilst having a responsibility to acknowledge the views of others without judgement.

Key principles and teaching methodology

The programme will be taught by a range of teaching methods including

- Establishing a baseline to ascertain prior knowledge
- Providing a balance of factual information, and the skills and personal attributes necessary for managing life experiences, through role-play, discussion and other activities
- Offering an opportunity for critical reflection

We will ensure that sessions, including those on risky behaviours remain positive in tone by managing discussion and refraining from sensationalising.

We liaise with appropriate departments on an on-going basis to ensure cross-curricular learning.

Topics covered

We teach three core themes - Health and wellbeing, Relationships, Living in the Wider World, as these themes are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. We recognise the importance of a spiralled approach to PSHEe learning, and we revisit the same topics throughout our PSHEe learning, in order that the children can build upon themes. We acknowledge the overlap in PSHEe education, for example sexual health is included in health but will also form a part of relationships education. Similarly, use of alcohol is addressed within health, but will also come up as part of risk and relationships.

We are flexible in our programme of study; bereavement is addressed in KS2, but should we need to cover this issue in KS1 or 3 because of the circumstances of one of our children, we will do this. We also react to events in school; for example we have had instances of one year group using excessive bad language, and we have responded to this by addressing the issue within our PSHEe lessons.

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Key stages 1 and 2 (years 3-6)

Health and wellbeing	<ul style="list-style-type: none"> • what is meant by a healthy lifestyle • how to maintain physical, mental and emotional health and wellbeing • how to manage risks to physical and emotional health and wellbeing • ways of keeping physically and emotionally safe • about managing change, including puberty, transition and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this • how to respond in an emergency • to identify different influences on health and wellbeing
Relationships	<ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships.
Living in the wider world	<ul style="list-style-type: none"> • about respect for self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community • about the importance of respecting and protecting the environment • about where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people's lives • a basic understanding of enterprise.

Key stage 3 (years 7 and 8)

Health and wellbeing	<ul style="list-style-type: none"> • how to manage transition • how to maintain physical, mental and emotional health and wellbeing including sexual health* • 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
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	<ul style="list-style-type: none"> • 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.
Relationships	<ul style="list-style-type: none"> • 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.
Living in the wider world	<ul style="list-style-type: none"> • about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy • 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.

How we assess learning

We build opportunities for both Assessment for Learning and Assessment of Learning into our provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of our PSHE education, and we measure this both informally through discussion and formally through end of topic assessment, using teacher, peer and self-assessment. Progress in PSHE education is recorded in books and folders which the children take through the school, and reported to parents by way of end of term reports.

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Involvement of and consultation with pupils

Pupils are involved in the current PSHE provision through assessment of their learning needs and evaluation. Children are involved in a number of pastoral forums throughout the school whereby their views are sought, and where relevant, these are included in the planning of the curriculum. Examples of this are our peer listening scheme, and our school, food and boarding councils.

Inclusion and differentiation

We will identify pupils' different starting points through cultivating an environment of openness and non-judgmentality. We will respect pupils' unique starting points by recognising different abilities, levels of maturity and personal circumstances, for example their own sexual orientation, gender identity, faith or culture (which may be decided or emerging), by an awareness and involvement in the school's inclusion policy. In keeping with our inclusion policy no child will be removed from PSHEe unless parental wishes are received. We work closely with the LD department and are aware of the learning needs of all the children in our PSHEe classes. As part of our work with Stonewall, we are committed to championing diversity and celebrating difference.

Involving parents and carers

As a school we are committed to an open door policy between school and home, and as a setting with a large percentage of boarders, we recognise the importance of this. We acknowledge that parents have the right to withdraw their child/ren from every aspect of SRE, and we notify them of upcoming SRE sessions so that they may exercise that right should they wish to do so.

Ensuring a balanced curriculum

We respect and take account of pupils' prior learning and experiences. Our curriculum is based on PSHE association recommendation and reflects the universal needs shared by all children and young people as well as the specific needs of the pupils at Windlesham. Our PSHE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

PSHE education should prepare pupils for both their futures and their present day-to-day lives, so we aim to provide an opportunity for pupils to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

By teaching our curriculum, we will ensure that pupils are offered a balanced programme of lessons by providing the tools they need to enable them to make their own choices, while staying safe and healthy and protecting and enforcing their human rights. We will include impartial information on matters such as forced marriage, female genital mutilation and termination of pregnancy.

Ensuring equality

We will ensure equality by being sensitive to the emerging and changing needs of our pupil body, and an awareness of the need to adapt over time as the pupil population changes.

Through the PSHEe programme we will help children to recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying and use of prejudice based language). We will give them the tools to be able to respond and ask for help. We assess our pupils' needs through constant communication between all our pastoral channels – house parents, tutors, boarding staff, matrons, and the

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wider Windlesham community, and review this policy at least every year and more often in the light of an emerging issue.

Staff responsible for delivering the programme

This programme will be led by the Head of PSHEe and will be taught in one 35 minute lesson per week for every school year.

Support and links across the school

PSHEe is supported across the school in many ways, by our links with:

- other subject departments (see below)
- our school nurse, who comes in to some of our lessons – for example puberty in year7 and drugs awareness in years 6-8. She is always supported by the PSHEe teacher.
- our support departments (such as grounds and catering) and
- our extensive enrichment programme, for example chapel, assemblies, team building, knowledge night, young Einsteins, mighty minds, MFT theatre events and talks from outside speakers. We also run a comprehensive activity programme which supports PSHEe learning by providing opportunities to expand interests, try new things and build resilience

Links to other school policies and subjects on the curriculum

This policy complements the following policies; safeguarding children and child protection,, PREVENT, online safety, mental health, boarding and welfare, drugs, anti- bullying, RE and RSE, etc.

Learning in PSHEe classes will link to art, IT, cookery, drama, English, geography, history, music, RS, science, PE, cookery. We cross reference these links on our mapping and in our schemes of work.