



SHEBBEAR COLLEGE

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

Whole School Policy

Reviewed and Updated: September 2022 by F Lovett
Reviewed by SLT: 14. February 2023
Next Review: February 2024

Policy Review at Shebbear College

The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. The SLT and Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.

The PSHE Policy is monitored by the Senior Deputy Head. Monitoring is through discussion with the Head, the Senior Deputy Head, the Deputy Head (Academic) and the Head of PSHE. This policy will be reviewed and updated annually, or as events or legislation change dictates.

All teaching staff and relevant stakeholders will be informed of any changes in the current legislation as they affect the policy.

1. Introduction

At Shebbear College we believe that an effective PSHE policy and the practice that evolves from it plays a significant role in enabling pupils to become healthier, more confident, independent and responsible members of society. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

2. Aims of PSHE

The PSHE curriculum at Shebbear College starts at EYFS and runs through to the Upper Sixth. The objectives of our incremental curriculum are:

- To support pupils to feel safe, secure and play a positive role in the life of the College, and by doing so to recognise their own self-worth and the worth of others.
- To encourage pupils to reflect upon their experiences and to understand how these experiences impact on themselves and those around them.
- To understand how society is organised and governed.
- To teach children about their rights and responsibilities.
- To support pupils to appreciate what it means to be a positive member of a diverse and multicultural society.
- To foster a culture of respect for humanity, diversity and differences, so that our pupils go on to form effective fulfilling relationships that are an essential part of life and learning.

Our approach to PSHE reflects our Shebbear College aims and ethos.

3. The organisation of PSHE across the College

The Head of the Prep College is the designated teacher with responsibility for coordinating PSHE in the Prep College. The Deputy Head (Pastoral) is the designated teacher with responsibility for coordinating PSHE in the Senior College.

Across both Prep and Senior, we use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. We emphasise active learning by including the children in discussion, debate, investigation, and problem-solving. We encourage our pupils to take part in a range of tasks that promote active citizenship, for example the College Council, fundraising activities, World Aims activities.

All PSHE classes have set mutually agreed ground rules to ensure a safe environment in which all pupils feel able to participate.

At Shebbear College we take a holistic, cross-curricular approach to teaching PSHE, which is best-practice owing to the scope of this subject area. In EYFS PSHE forms a central part of the whole curriculum planning and development. In Key Stages 1-4, each class has a specific PSHE lesson per week (or per fortnight, depending on year-groups) where they follow a series of topics reflected in our Scheme of Work. In addition to this, many aspects of PSHE are also covered in History, English, RE, assemblies, circle times, activities and residential trips.

PSHE is therefore delivered by various subject teachers, classroom teachers, teaching assistants, our College Health and Wellbeing Centre (HAWC) and when appropriate, outside visitors. We do not set formal assessments in PSHE, but rather assess children's work informally, including observing them during lessons and in daily College life. On occasions homework relating to PSHE is set.

4. Learning outcomes for PSHE across the College

	Learning outcomes
Key Stage 1	<p>By the end of Key Stage 1, pupils will learn about:</p> <p>Year 1:</p> <ul style="list-style-type: none">● Together Everyone Achieves: Listening, being kind, bullying and teasing (as part of National Anti-bullying Week), making good choices.● It's My Body: Understanding healthy eating, active and asleep, my body, my business, staying clean, I can choose.● Be Yourself: my star qualities, positive learners, bright futures, jobs, goals, looking forward.● Aiming high: marvellous me, things I like, feelings, uncomfortable feelings, changes and speaking up.● British values: tolerance, mutual respect and freedom for all.● Money: money values, how money works.● Think positive: think happy, feel happy, go-getters, it is your choice, let it out, be thankful and mindful. <p>Year 2:</p> <p>Understanding our own and others' feelings</p> <ul style="list-style-type: none">● the importance of body language as a form of communication● bullying: understanding why people pick on each other and what can we do about● improving relationships: problem solving in tricky situations, how to resolve 'fall-outs' and keep friendships● consequences to decisions <p>Looking after yourself</p> <ul style="list-style-type: none">● why is washing important● what is 'leisure time' and what are its benefits● what do we mean by things that are 'healthy' or 'unhealthy', including understanding sleep and healthy eating <p>Respecting differences</p> <ul style="list-style-type: none">● spotting gender stereotypes● what is disability● trying to understand someone else's point of view.

Key Stage 2	<p>By the end of Key Stage 2, pupils will learn about:</p> <p>Bullying, friendship and respect</p> <ul style="list-style-type: none"> ● bullying: making choices, what is bullying, why do people bully, feeling angry, conflict resolution, feelings about bullying. ● how do you choose a friend, <p>Animal welfare</p> <ul style="list-style-type: none"> ● taking responsibility for caring for animals properly ● making decisions and choices based on information we've collected <p>Safety and First Aid</p> <ul style="list-style-type: none"> ● identifying risks to our personal safety ● avoiding dangers ● problem-solving: what to do if... ● road safety, safety on the railways, electrical safety, water safety ● drug and alcohol awareness ● what is First Aid, how to react in various situations and basic First Aid skills ● seeking help. <p>All About Me</p> <ul style="list-style-type: none"> ● understanding our personal strengths and weaknesses ● building confidence ● supporting yourself and others ● looking after our possessions <p>Physical and mental wellbeing</p> <ul style="list-style-type: none"> ● healthy eating: a balanced diet, nutrients and our diet ● exercise <p>The world around us</p> <ul style="list-style-type: none"> ● money matters ● jobs and hobbies.
Key Stage 3	<p>By the end of Key Stage 3, pupils will learn about:</p> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> ● transition to Secondary College ● mental health and looking after our physical bodies, including mental health, self-harm and managing stress. ● personal safety and first aid ● vaping, E-cigs and smoking, drugs and substance abuse

	<ul style="list-style-type: none"> ● mindfulness, well-being and self-harm ● body image and the media ● peer pressure ● internet safety and social media ● crime: knife crime, acid attacks and the law <p>Living in the wider world:</p> <ul style="list-style-type: none"> ● internet safety and social media ● careers, finance (money) and enterprise (business), savings and loans, careers: future ready ● British values and global citizenship, tolerance, extremism, radicalisation, homophobia, disability, equality and diversity, human rights ● personal finance and entrepreneurs, ● personal development: communication and teamwork skills, target and goal setting, confidence, achievement and behaviour, growth mind set
Key Stage 4	<p>By the end of Key Stage 4, pupils will learn about:</p> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> ● independent living ● self-esteem: body image, body shaming and body positivity; role models ● the digital world: the Dark Web, digital footprints, online gambling, cybercrime, screen time, social media and self-esteem ● personal safety, binge drinking county lines - drugs & gangs ● grief and bereavement <p>Living in the wider world:</p> <ul style="list-style-type: none"> ● personal safety, binge drinking county lines - drugs & gangs ● GCSE revision skills, perseverance and procrastination and time management ● careers: job interviews, applying to college or university and career planning ● diversity and identity, global issues, trade unions, prejudice and diversity, fake news and homelessness.
Key Stage 5	<p>By the end of Key Stage 5, pupils will learn about:</p> <p>Health & wellbeing</p> <ul style="list-style-type: none"> ● understanding and managing mental health ● mental health support services ● wellbeing strategies.

	<p>Living in the wider world</p> <ul style="list-style-type: none"> ● current affairs ● life beyond College: UCAS, study skills and life skills ● study skills ● careers support.
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5. Use of visitors

Visitors to College, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to Shebbear College's PSHE. They will be given a copy of this policy and will be expected to work within the values framework described within. The Deputy Head (Pastoral) or Head of the Prep College will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the College's PSHE programme. A teacher will always be present during the lesson and the content will be known before the session begins.

6. Equal Opportunities

The pupils at Shebbear College represent different cultures and nationalities, it is our aim to provide a PSHE programme which is accessible to all our pupils, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully which avoid reproducing stereotypes.

Teaching and resources will be differentiated as appropriate to address the needs of pupils with Special Educational Needs in order for them to have full access to the content of PSHE. Differentiation for pupils with Special Educational Needs and Disabilities should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Activities should be broken down into small steps, giving pupils achievable goals and enabling teachers to monitor progress. Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

7. Confidentiality and Child Protection

In compliance with the College's Safeguarding Policy, staff can reassure pupils that their interests will be maintained and encourage and allow pupils to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the pupil if information is to be passed onto another member of staff. Pupils should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Designated Safeguarding Lead or, in their absence, the Deputy Safeguarding Lead.

8. Links with other policies

- RSE
- Safeguarding & Child protection

- Behaviour management
- E safety
- Anti-Bullying