



ST. EDWARD'S OXFORD

PSHE and Political Literacy Policy

1. PSHE

The primary aim of PSHE at St Edward's is to equip pupils with the necessary decision making and reflective skills to enable them to lead fulfilling and healthy lives. It is the policy of the PSHE department that a coaching style is adopted to allow pupils to reflect on their own values and decisions in a safe and structured environment. Pupils are reminded, in line with school safe guarding policies, about the support and help available to them throughout their time at the school.

Beth Steer, the Head of Pupil Wellbeing, plans and leads the PSHE lessons and is supported by other members of experienced staff including a number of HMs and the Pastoral Deputy Head, James Cope.

Shells, 4ths and 5ths

PSHE (Personal, Social, Health, and Economic Education) is timetabled for all pupils in Shells, Fourths and Fifth form (Years 9, 10 and 11) with one lesson per cycle.

Based on the guidelines published by the PSHE Association, the school follows a spiral curriculum in which the following themes are addressed each year (with the final two largely being addressed in Political Literacy in the 4th form) using age appropriate issues and material:

- Autumn Term: Identity and Character; Cultural Criticism; Sex and Relationships
- Easter Term: Healthy Nutrition; Online Life; Drugs, Alcohol and Smoking
- Summer Term: Mindfulness and Mental Health, Economic Management, The Wider World

In addition to this PSHE sessions are run outside of the timetable to supplement the work and discussion done in classes, including

- Mobile phone use
- Internet safety and social media awareness
- Gender stereotyping.

Within lessons pupils are invited to formulate the ground rules for healthy discussion and class dynamics (for example one person talking at a time, respect for other's opinions, and not taking conversations outside of the classroom) and they are often invited to reflect on their participation in class group work and discussion in the light of these guidelines.

The focus of the Shell, 4th and 5th curriculum is on a series of questions designed to encourage good judgements and healthy decision making. This forms the basis of a character based curriculum which can then be applied to a range of adolescent scenarios. A number of "coaching" exercises such as the hero and gremlin exercises are used and revisited at various stages throughout the courses in order to allow pupils to develop the decision making tools to address any situation.

Within lessons, pupils start with rules of engagement in their first lesson which follows on to more topical issues like the pros and cons of a boarding school lifestyle and body image, for example. Pupils are encouraged to consider the different influences on their decision making from the media to more localised group dynamics and reflect on how they also play into those dynamics. These skills and critical faculties are then applied to a range of issues with varying emphases across the different year groups. For example in the Shell lessons, the sex and relationship lessons look at healthy relationships, communication in relationships, contraceptives that are available as well as the prevention, cause and symptoms of STIs and STDs. In Fourth and Fifth form these issues will be recapped along with the introduction of other relevant areas of discussion such as consent and the impact that porn culture has on young people's understanding of relationships.

Sixth Form

For Lower sixth (Year 12) and Upper sixth (Y13) pupils, a series of seminars/lectures are run throughout the year with follow up material being distributed to house teams and tutors.

Throughout, we seek out the response from the pupils, parents and staff, and seek to react to need at any stage. The focus for PSHE throughout the school is on the importance of decision making.

There are a variety of talks and seminars available throughout the different year groups to address relevant topics and these are delivered by a range of in-house and external speakers. In recent years these have included:

- The impact of porn culture on relationships for young people
- Blood, bone marrow and organ donation
- Gender stereotyping and everyday sexism
 - The Good Lad organisation (run through Oxford University) runs a number of workshops in the school to examine positively masculinity and how to address complex gender scenarios. These have been run variously with heads of houses, prefects, senior sports teams and year group assemblies.
 - To compliment this, Beth Steer (Head of Pupil Wellbeing) and Rachel Bellamy (senior HM and DSL) have run a series of discussion seminars with 6th form pupils about positive leadership and empowering young women.
- The political situation in Syria & the rise of IS
- Body Image and mental health
- Alcohol awareness and safe driving

Part of the role of the head of PSHE is to identify opportunities for PSHE in the curriculum outside of timetables PSHE lessons. This has previously involved liaising with the director of the North Wall to assess which productions can be used as stimulus for PSHE discussions in house or class and an audit of work done in different subject areas (to be revisited in 2018.)

2. Political Literacy

Fourth Form (Year 10)

Each Fourth form pupil has three lessons per cycle throughout the year devoted to Political Literacy on a rotation with the Warden's project and Religious Education. These lessons are planned by the Head of Politics and take the form of Model UN.

The topics covered have been developed in line with governmental guidelines on British Values. We also encourage the pupils to see how they can contribute as citizens to their school - for example through their House Council - and to the wider community - for example through charitable organisations and an awareness of local government. In each of the units, a different set of learning skills is emphasised including research, data analysis, public speaking, debating and presentation skills.

3. PSHE links with the boarding houses

The health centre is entering its seventh academic year of health education and promotion within the context of the boarding houses.

This was always intended to support and build upon/develop the PSHEE pupils receive within school, but also to deliberately take a slightly different approach to its structure. The way it does this is as follows;

- For qualified nurses to lead the sessions in keeping with their professional code of conduct, Thus ensuring confidentiality is at the heart of all discussions
- To facilitate follow up with pupils in the health centre as needed
- To introduce the topics in an informal and relaxed environment
- To ensure the content is up to date with current practice and evidence based knowledge
- House or teaching staff are not present
- Sessions are held for individual year groups, usually around the HM's kitchen table or in a similarly personable environment
- Ideally, a light supper of pizza or something similar enables pupils to relax and chat over food, rather than feel uncomfortable discussing often personal issues.
- The choice of topics can be chosen by the pupils or the HM according to the current issues or needs in house or can be chosen by the designated house nurse.
- The topics that we currently have teaching packs on are;

Relationships: includes friendships, dating, legal & child protection issues

Sex/Relationships: includes the law, dispelling myths & more topics led by pupils, Q&A

Stress & Anger Management

Alcohol: The law, emergency help for alcohol poisoning, teaching of recovery position

Healthy Attitudes to eating

STI's: Overview of all STI's, factual and images. Includes symptoms, treatment plans, long term effects, ways of transmission, STI screening and GUM clinics, contraception.

Puberty: (usually just done in the Shells)

Dealing with Bullying

In addition to the work of the health centre, the Head of Pupil Wellbeing (Beth Steer) provides PSHE sessions in houses as requested by HMs. This has included sessions ranging from 20mins to an hour on:

- Group dynamics and social responsibility
- Consent, Contraception and Communication in relationships
- Social Media Awareness

Schemes of Work 2018

Shells

Topic	Content	Key ideas	Links to other topics
1	Identity/Character	Who do you want to be like? Influences on character. Influences on decision making/good judgement Role models	Key questions will be raised in all future topics: 1. Who am I? 2. What am I going to do? 3. How will I decide? 4. What will I do next time?
2	Cultural Criticism	Celebrity culture & body image Social media	Influences on character & role models (unit 1)
3	SRE	Healthy relationships. Power in relationships (Child sexual exploitation) Communication in relationships (managing stressful relationships). Talking about sex- pizza vs baseball. Sources of information. Contraception & sexual health;	Influences on character. (unit 1) Influences on decision making/good judgement (unit 1) Role models (unit 1)
4	Healthy nutrition, body image, changes	Puberty & body image Eating disorders Role models. Gender pressures.	Celebrity culture and body image (unit 2) Mental health (unit 7) Role models (unit 1)
5	Online Life	Online safety Privacy Speaking to others online Anonymity Risks and rewards	Influences on decision making/good judgement (unit 1) Social Media (unit 2) Managing stressful relationships (unit 3)
6	Drugs, Alcohol, Smoking	Decision making: why do people take drugs/smoke/drink. Media representation. Medical effects Risks	Influences on decision making/good judgement (unit 1) Celebrity Culture (unit 2) Health (unit 2 & 4)
7	Mindfulness, stress management, mental health	Mindfulness Sleep Sources of support. Stress: Changing environment. Future choices.	Influences on character (unit 1) Social media (unit 2 & 5) Body image (unit 4)
8	Economic Management & work	Personal finance. Personal financial priorities. Natwest moneysense: Managing your money	Decision making/good judgement (unit 1)
9	Wider world	Be the change. Making a difference: local issues/dynamics (school and city.)	Influences on character (unit 1) Role models (unit 1)

Fourth Form

Topic	Content	Key ideas	Links to other topics
1	Identity/Character	The ideal me. Social dynamics. Minimum standards vs positive outcomes.	Key questions from last year will be revisited in this and all future topics: 1. Who am I? 2. What am I going to do? 3. How will I decide? 4. What will I do next time?
2	Cultural Criticism	Role models: Celebrity culture How does society choose them? Are they good? School role models/"celebrities": within friendship groups, older years.	Social dynamics (unit 1)
3	SRE	Rumours & expectations. Sharing sexual information & images. Inhibited decision making. Legal issues. International law & cultural differences (FGM & Forced marriage) Consent.	Role models Unit 2) Social dynamics (unit 1) Drugs and alcohol (unit 6)
4	Healthy nutrition, body image, changes	Muscle supplements, Dieting, Extreme bodies. Gender pressures. Cultural expectations	Role models (Unit 2) Social dynamics (unit 1) Drugs (steroids etc) (unit 6)
5	Online Life	Stresses: Facebook depression, Social anxiety, Sleep impact	Role models (Unit 2) Social dynamics (unit 1)
6	Drugs, Alcohol, Smoking	Teen parties Social Pressure Laws. Legal and international status. Role models	Role models (Unit 2) Social dynamics (unit 1)
7	Mindfulness, stress management, mental health	Mindfulness. Stress: Social pressures Managing friendships	Social dynamics (unit 1)
8	Economic Management & work	Financial pressures and displays of wealth (keeping up with the Jones) Celeb lifestyles Responsible consumerism Natwest moneysense: Credit & Debt	Role models (Unit 2) Social dynamics (unit 1)
9	Wider world	Making a difference: wider world, critical consumer, ethical consumerism	

Fifth Form

Topic	Content	Key ideas	Links to other topics
1	Identity/Character	The ideal me revisit. Being a role model. Leadership.	Key questions will be raised in all future topics: 1. Who am I? 2. What am I going to do? 3. How will I decide? 4. What will I do next time?
2	Cultural Criticism	Celebrity behaviour, lifestyle & values: the Geordie Shore effect. Objectification in the media Debate: "FOTW reality TV should be banned."	Social dynamics (unit 1)
3	SRE	Gender expectations. Healthy communication. Porn. Porn culture in mainstream society. Revenge porn Consent. LGBT. Debate "Porn has a negative impact on society and should be more closely regulated."	Role models Unit 2) Social dynamics (unit 1) Drugs and alcohol (unit 6)
4	Healthy nutrition, body image, changes	Healthy body healthy mind: food and brain function, hydration	Role models (Unit 2) Social dynamics (unit 1) Drugs (steroids etc) (unit 6)
5	Online Life	Impact on job applications Use for work, Use for business, Use for social activism	Role models (Unit 2) Social dynamics (unit 1)
6	Drugs, Alcohol, Smoking	Drug economy/supply chain. Responsibility Alcohol law: reasons, pros and cons Legal highs: changes in the law 2015 Debate: should cannabis be legalised? Should alcohol be criminalised?	Role models (Unit 2) Social dynamics (unit 1)
7	Mindfulness, stress management, mental health	Mindfulness. Stress: Exam pressures, future choices. Mental health issues: depression & anxiety	Social dynamics (unit 1)
8	Economic Management & work	International aid, international debt. Natwest: you're in Business & planning your future. Debate: "It is up to each individual to take care of their own money."	Role models (Unit 2) Social dynamics (unit 1)

9	Wider world	Making a difference: charity challenge	
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