**PSHE 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.

Debra Clayphan, 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, and fulfilling the statutory requirements, the school follows a curriculum in which the following themes are addressed each year using age appropriate issues and material:

* Shared values
	+ Who we are: identity, character
	+ How we are with each other: kindness, tolerance, understanding and empathy
* Relationships and Sex Education (RSE)
* Wellbeing: mental health, physical health and how to make good choices to include issues around drugs, alcohol and smoking

In addition to this PSHE sessions are run outside of the timetable to supplement the work and discussion done in classes. These can be workshops and presentation sessions run by in-house staff and outside professionals. These can include:

* Mobile phone use
* Internet safety and social media awareness
* Gender stereotyping
* Bullying
* LGBTQ+ awareness
* How to have positive Mental Health

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 and content 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. Our intention is that, in addition to their parents, we help equip our pupils for the times when they are making decisions and navigating their world.

**Sixth Form**

For Lower sixth (Year 12) and Upper sixth (Y13) pupils a number of seminars, workshops and lectures are provided to encourage further exploration and discussion of issues important to our young people.

 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 Rachel Bellamy (Assistant Head and DSL) has 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
* The misuse of drugs and the effects on the individual’s relationships
1. Health Centre 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 PSHE 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**

Debra Clayphan