



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

Owner:	Director of Wellbeing
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Related Internal Documents:	Safeguarding Policy; Behaviour Policy; Relationships and Sex Education Policy; Curriculum Policy; Anti-bullying Policy; Drugs Policy; Smoking and Vaping Policy; E-safety Policy; Equality Policy
Related documents:	DfE guidelines PSHE Association guidelines and resources NSPCC guidelines

Aims and Objectives

The primary aim of PSHE at St Edward's is to equip pupils with the necessary knowledge, skills and decision-making ability to enable them to lead fulfilling and healthy lives both at school and beyond. It aims to promote their wellbeing, to help them stay healthy and safe and to prepare them to make the most of life and work.

PSHE education contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, ability 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 policy is to deliver PSHE which is age-appropriate, reflects the School's purpose and values, and encourages respect for other people, paying particular regard to the protected characteristics set

out in the 2010 Equality Act i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

As such, PSHE follows the school objectives of promoting scholarship through curiosity, creativity, intelligence, innovation and endeavour as well as alignment with our school and community values which help create each pupil's own sense of identity and value.

Based on the guidelines published by the PSHE Association and Department for Education the curriculum follows a spiral curriculum (i.e. many topics are revisited in an age-appropriate way as the pupil moves through the School).

Overarching concepts

Knowledge and skills are developed within the following overarching concepts:

- Healthy and respectful relationships – of different types and in different settings and the importance of consent, in different contexts.
- Equality, Diversity and Inclusion – in all its forms.
- A sense of identity – the attitudes, skills, values and personal attributes of an individual and how this creates their identity.
- Wellbeing – both physical and emotional - and creating a balanced lifestyle in relationships, work-life, exercise and rest.
- Decision-making and Risk taking - how risk is to be managed rather than simply avoided and
- Safety - including behaviour and strategies in different 'pressure' settings.
- Rights (including fairness and justice) and responsibilities of all individuals to take ownership of their decision making.
- Resilience - the skills, strategies and 'inner resources' to draw on when faced with challenging change or a difficult circumstance.

How is PSHE taught at St Edward's?

The Deputy Head Pastoral, Director of Wellbeing and Assistant Director of Wellbeing, plan and lead the PSHE programme which is delivered during Wellbeing lessons. They are supported by other experienced members of the Pastoral Group containing the Sub-Warden, the School Counsellor, School Psychologist, the Chaplain, the Senior Nurses and the Head of Learning Support. The Pastoral School Prefects join the Pastoral Group at least twice per term.

More broadly, the School takes a view that pastoral education, including Relationships and Sex Education, is everyone's responsibility and staff are given training and updates on pastoral matters during INSET and throughout the term.

PSHE is taught as part of the Wellbeing curriculum. It is delivered by full time teachers including the Director of Wellbeing, Assistant Director of Wellbeing, Deputy Head Pastoral, Director of Behaviour and Standards, current or previous HMs, and members of the Biology and English Department. Meetings are held during staff INSET and during the term to share practice and collaborate on planning. Training takes place via external facilitators, for example with RSE and drugs awareness and there is a Wellbeing teachers' away day in the summer term.

PSHE lessons

In the Shells, Fourth Form and Fifth Form each pupil has two Wellbeing lessons per timetabled cycle (i.e. one lesson of 45 minutes per week).

Tutor period

All pupils meet with their tutor at 2:20pm on Wednesdays during the timetabled tutor period. During tutor period the PSHE leaders provide material and themes for discussion. This may be follow-up from Wellbeing lessons or talks, responses to current and recent news events and reflections on work and co-curricular progress. Themes may also be followed up in one-to-one tutorials.

Boarding Houses

House staff follow up issues raised in other forums such as PSHE lessons, visiting speakers, Year Group assemblies, school assemblies and off timetable workshops. The Deputy Head Pastoral uses HMs meetings to ensure Houses are aware of what is being covered in other forums. At times the work in House is more formal with year groups gathering to have a facilitated discussion from the pastoral team. At other times it may be more informal conversations in House. Houses will also raise pastoral awareness via their own initiatives, led by the senior pupils, many of which focus on charity and service.

Academic Curriculum

In addition to work in PSHE lessons, many of our overarching objectives are reinforced in the academic curriculum.

While the impact of the biology curriculum is undeniable and its contribution to PSHE education invaluable (it explores a wealth of topics including smoking, disease and reproduction), many other subjects contribute to the holistic approach including Politics and Economics (democracy, finance), Modern Languages (healthy lifestyle, ethical dilemmas, addiction), English (covering overarching concepts in set texts), Sciences (sexual reproduction), History and Geography (racism, equality and diversity), and Religious Education (ethics, citizenship, and faith perspectives).

Co-curricular programme

The co-curricular programme includes service activities such as working with local food hubs, assisting in primary schools, caring for the elderly, and clubs and societies such as Philosophy, Debating, LGBT+ amongst many others. The sports programme (and the Sports Leaders Programme) and the music, dance and arts programme, the CCF and The Duke of Edinburgh Award provide opportunities for personal well-being, collaboration, leadership and growth.

External speakers as facilitators

External speakers play an important role in giving the pupils a different and expert view. These talks are followed up either during workshops in a collapsed timetable (including discussion in House) or they are integrated within the series of PSHE lessons. To exemplify, in the past year the following speakers visiting the School have included:

Month	Year	Title, Theme, Topic	Speaker	Organisation	Follow up
September	9 10 13	'I can and I am' – motivation and living with disability	James Shone	I can and I am	13 in House and with 9 pupils
September	11 12	'It Happens – let's talk about it' – RSE/consent	Amy Forbes-Robertson	It Happens	12 in House 11 in PSHE lessons
November	9	Internet safety	Lauren Le Fevre	Breck Foundation	Yr 9 Digital wellbeing and citizenship lessons
January	12 13	Wellbeing Workshop	Alice Armstrong-Scales	Armstrong Scales Coaching	Tutor period and House
February	9 10 11	Wellbeing Workshop	Alice Armstrong-Scales	Armstrong Scales Coaching	Tutor period and House
April	13	Addiction – with a focus on gambling awareness	Patrick Foster	EPIC risk management	House
May	9 10 13	Drugs Awareness	Dave Parvin	Drug sense UK	House
May	12	Moving on – preparation for the 'next step'	Zoe Shuttleworth	It Happens	n/a
June	12	Mental Health	Alice Palmer	Charlie Waller Trust	House
June	9	Bullying	Robert Higgs	Boy in the Photograph	Assembly

Off-timetable workshops and conferences

In order to create the right level of time and space to focus on particular topics, at times the School will collapse the timetable and devote specific days or half days to the pupil's pastoral education.

The School uses these days to support work done in other forums and to provide a specific focus for Relationship and Sex Education.

The Health Centre

Each Boarding House has its own House Nurse who meets regularly with the House Team. As well as discussing whether a nurse may be best placed to help an individual pupil in need of some particular pastoral education e.g. around Relationships and Sex Education, vaping or smoking cessation, alcohol or diet, the nurses will also periodically run sessions with year groups in House on matters of physical and emotional wellbeing, responding to need.

The Health Centre also has designated nurses for smoking/vaping cessation and for sexual health who work with pupils on a one-to-one basis, in groups or via advertised clinics

Nurse-Led teaching

The organisation of the nurse-led teaching sessions will primarily be the responsibility of the Director of Wellbeing and Assistant Director of Wellbeing in conjunction with the Senior Nurse Manager. The teaching sessions follow a standard format, such as the house nurse teaching each session independently or with the support of the Peer Listener, who can also support with organising the sessions. Each session should take about an hour, with a suggestion of 8-9pm as a suitable time that maximises the number of pupils. We encourage each house nurse to design their teaching session in a way that best delivers the content that should be covered for each year group (see table below).

This programme is only intended to be the foundation of school nurse-led teaching, and house nurses can continue to provide ad hoc teaching or pupil engagements as they see fit.

It is intended that the sessions are age-appropriate and build directly on material learnt by pupils in the Wellbeing curriculum. The Director of Wellbeing and Assistant Director of Wellbeing will continue to liaise with the Senior Nurse/Health Centre Manager to ensure that nurses delivering the sessions are adequately resourced, with a suggested scheme of work and suggestions for activities.

Term	Year Group	Content
Autumn	10	Basic self-care (physical and mental health) Basic management of choking, head injuries, burns Self-examination of the testicles and breast
	13	Sexually transmitted diseases (STDs) Self-examination of the testicles and breast Sexual and reproductive health including testing at sexual health clinics and accessing termination services (BPAS) and sexual assault referral centre (SARC) Accessing healthcare services in England including pharmacy, GPs, secondary care, and 999/111.
Spring	9	Discussions about puberty and basic sexual health Contraception and barrier protection including practice with condoms
	11	Basic First Aid Cardiopulmonary resuscitation (CPR)
Summer	12	Sexually transmitted diseases (STDs) Sexual and reproductive health including testing at sexual health clinics and accessing termination services (BPAS) and sexual assault referral centre (SARC) Accessing healthcare services in England including pharmacy, GPs, secondary care, and 999/111.

Communal Gatherings

Chapel, School Assembly and Year Group Assembly provide a forum for the presentation of pastoral issues. At times these will stand alone, but frequently are part of whole school medium and longer-term initiatives.

The School Psychologist and School Counsellor

Whilst the primary role of the school psychologist and school counsellor is to work one-to-one with pupils in need, discussion with HMs and the pastoral group may reveal some specific work may be needed within a group in House and the counsellors will facilitate sessions to look at ways of improving the group dynamic in line with the School's community values.

The school also has access to a counsellor who specialises in supportive work for pupils who have become involved in substance abuse.

In partnership with parents

The School increasingly realises the importance of working with parents on all aspects of pastoral education and is creating a programme whereby parents are invited to listen to external speakers and school staff share ideas on pastoral matters. These are to operate both online and in person.

Support for pupils

Pupils are frequently reminded, in PSHE lessons and a variety of other forums, about the support and help available to them throughout their time at the school as well as how to access support when they leave school.

Relationships and Sex Education

RSE is lifelong learning about physical, moral and emotional development. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

RSE at St Edward's is embedded within the wider programme of PSHE education, which is designed to be comprehensive, spiral and responsive to the needs of pupils, in an age-appropriate manner. It is also supported by the delivery of RSE within other curriculum areas, such as through the coverage of sexual reproduction in Biology.

The School has a separate Relationships and Sex Education Policy which can be found on the school internet.

Monitoring, Evaluation and Assessment

Overall responsibility for monitoring, evaluating and assessing the PSHE programme lies with the Deputy Head Pastoral who oversees the following:

- Departmental meetings and clinics so that teachers are clear about their roles and responsibilities, for training purposes and to share best practice.
- Lesson Observation and Learning Walks by the Director of Wellbeing, Assistant Director of Wellbeing and SMT members to help ensure that all pupils are receiving similar messages and that high standards are being met.
- Attendance of pupils, monitored via iSAMS.
- An annual 'away day' in the Summer Term which has a focus on both individual and group reflection and future planning.
- Wellbeing curriculum committee meetings twice termly.

- Feedback from pupils:
 - Feedback surveys – Microsoft Forms surveys at the end of a unit and/or the end of term include feedback on the teaching and effectiveness of resources as well as providing a form of assessment.
 - Senior pupils - e.g. School Prefects, Heads of House, Peer Listeners – pastoral issues are discussed with these representative pupil bodies and, more formally, the two Pastoral School Prefects attend the School Pastoral Steering Group at least twice per term. Representatives of the pupil Sustainability Committee and the Equality, Diversity and Inclusion Committee will also report ideas to the Pastoral group. Informal discussion with pupils in House during Boarding House visits by members of the pastoral team.

Future Plans

The following are identified as the key development areas before the next review:

- Closer liaison with parents in the form of webinars and face to face invitations to the School to meet and discuss issues in relation to PSHE with visiting speakers, house staff and other key pastoral staff.
- Full audit of contributions by other academic departments and analysis of how each department can contribute to the pastoral programme.
- Creation of assessment methods across all sets so as to monitor consistency of pupil learning and outcome.
- To ensure that the setting and teaching of values is developed and executed jointly with the Chaplaincy and that the pastoral activities within PSHE are fully integrated with the pastoral activities of the Chaplaincy.

Appendix I

Link to scheme of work.

[Proposed Structure for Wellbeing Curriculum pt 2 - MFN - for review.xlsx](#)

Appendix 2: Guidance for creating a safe learning environment

Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE education teaching, as every topic has the potential to be sensitive. Teachers should therefore approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed or find it sensitive for another reason, and should plan accordingly.

Furthermore, there are also immediate, controversial issues rising from the news which may capture pupils' attention or cause them concern. In such circumstances, young people will naturally want to discuss high profile events and will look to adults in school to support them, to provide reassurance and to talk through these issues.

It is vital that in each case pupils can have such discussions and engage in learning activities in a safe climate of trust, cooperation and support. PSHE education therefore has a key role to play in developing their knowledge, skills and confidence in approaching complex issues and in recognising that attitudes towards these are likely to be influenced by their own values, worldview and interpretation of messages from the media.

Following the guidance below will help create a safe learning and teaching environment, enabling the confident and effective delivery of PSHE education.

Establishing Ground Rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions.

Examples of ground rules include:

- **Openness:** We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- **Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said unless they are concerned we are at risk, in which case they will follow the School's safeguarding procedure.
- **Non-judgmental approach:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- **Right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- **Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- **Using appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct terms are, we will ask our teacher.
- **Asking questions:** We are encouraged to ask questions and they are valued. However, we do not ask personal questions or anything intended to embarrass someone.
- **Seeking help and advice:** If we need further help or advice, we know how and where to seek it both within and outside of the School. We will encourage friends to seek help if we think they need it.

Safeguarding Pupils with vulnerability

You may not know of any current issues amongst pupils; however, every lesson should be approached on the basis that there could be at least one pupil who is personally affected by the lesson content. Making sure the lesson is safe for that individual will help to ensure that the lesson is safe for everyone.

Safeguards to put in place include:

- HMs and Matrons will be made aware of the timings of PSHE topics so they can liaise with teachers on certain pupils, if necessary
- Avoid the use of images, language or content that could prove upsetting or triggering to vulnerable individuals, making sure that sources of support are clearly signposted
- Establish a protocol with the group for individual pupils to let you know if they feel unacceptably uncomfortable in relation to the material in any session

While there may be clear physical or emotional indicators that a pupil is vulnerable to the issues discussed, sometimes there will be no such indicators. Some young people work hard to keep their problems hidden and so it is important to ensure that lessons are universally accessible and never make assumptions about the wellbeing or resilience of pupils.

Signposting Support

Although it is important that pupils are advised not to make personal disclosures during the lesson, appropriate support must be signposted throughout.

Pupils need to know who to talk to inside and outside of School should they require further support and they need to be reassured that they will always be taken seriously, listened to and never judged if they do make a disclosure.

In addition, teachers need to feel fully supported, knowing where and how to access the right support should they need it. Delivering themes of a PSHE-related nature may also affect teachers personally and it may be helpful to talk to the Deputy Head Pastoral or another member of the pastoral team about any concerns before teaching a specific lesson.

Furthermore, teachers may experience disclosures from pupils and it is therefore important that they feel able to talk to colleagues, especially those within the immediate house team or the Safeguarding Team, to seek support in how to manage those.

Managing Disclosures

Should a pupil make a disclosure, it will have taken courage for them to do so. During such conversations, teachers should follow the School's safeguarding procedures and:

- Allow the pupil to speak freely;
- Remain calm and avoid confrontation;
- Offer reassurance and general words of comfort
- Not be afraid of pauses or silences;
- Not ask investigative or leading questions;
- Explain at an appropriate time that, in order to help, the information must be passed on to relevant people in positions of responsibility;

- Establish next steps (agree to go to see their HM or the DSL);
- Report to a DSL.

Managing Difficult Questions

It is important to encourage pupils to ask questions, but this requires the teacher to feel confident handling the questions raised.

When faced with a difficult question that you do not know the answer to, it is absolutely appropriate to explain that you do not know or that you are not sure how best to answer, and that you will find out more and respond later. Consider whether you need to seek expert advice, as well as if there is a potential safeguarding issue that needs to be followed up in conversation with the Designated Safeguarding Lead.

Be conscious of the message you give the rest of the group when responding to a question. You may be certain that a question has been put to you to embarrass or put you on the spot, but a dismissive answer could dissuade others from asking genuine questions.

Having an 'ask it basket' or an anonymous question box may enable pupils to ask questions they may feel uncomfortable posing in front of others. Inviting questions prior to the lesson can help direct the content, as well as indicating any potential safeguarding or pastoral issues that may need to be followed up in advance.

Ending the lesson

It is worth considering how best to finish a lesson that has been emotionally challenging. Building in a light-hearted activity at the end of the lesson can change the class atmosphere so your pupils are ready for their next lesson.

Always try to be available afterwards so that if a pupil has found the lesson difficult in any way or wishes to make a disclosure, they are able to do so.