



ST. EDWARD'S
OXFORD

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

20th AUGUST 2024

Document History

Owner:	Sub-Warden
Approved by:	Warden
Review cycle:	Yearly
Current version	May 2024
Next review date:	May 2025
Linked 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
External documents:	DfE guidelines PSHE Association guidelines and resources NSPCC guidelines

Aims and objectives

The primary aim of PSHE at St Edward's School 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.

PSHE education contributes to personal development by helping pupils to build their, confidence, self-esteem, resilience, ability to identify and manage risk, to make informed choices and to understand what influences the decisions they make. It enables pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage their emotions and to communicate constructively in diverse settings. By developing an understanding of themselves, the ability to work with others, and to interact empathetically, pupils are supporting in forming and maintaining good relationships, developing essential skills for future employability, and the capacity better enjoy and manage their lives.

PSHE is delivered in a way that is age-appropriate, that 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 and aligns 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, including 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 Counsellors, School Psychologist, the Chaplain, the Senior Nurses and the Head of Learning Development. 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 teachers including the Director of Wellbeing, Assistant Director of Wellbeing, Deputy Head Pastoral, Director of Behaviour and Standard,

current or previous HMs and members of the broader academic departments. Meetings are held during staff INSET and during the term to share practise and collaborate on planning. Training takes place via external facilitators, for example with RSE and drugs awareness and there is a PSHE teachers away day in the summer term

PSHE lessons

Every year group from the Shell to the Lower Sixth have one 45-minute timetabled lesson each week. The Upper Sixth have one term of fortnightly wellbeing lessons.

Tutor period

All pupils meet with their tutor weekly, during a timetabled tutor period. During tutor period, pupils may engage with materials, activities, and themes for discussion that are directly related to aspects of the Wellbeing curriculum. Themes, such as developing positive relationships, may also be followed up in one-to-one discussions between tutees and their tutor.

Boarding Houses

House staff follow up issues raised by PSHE lessons, visiting speakers, Year Group assemblies, School assemblies, and off-timetable workshops. The Director of Wellbeing ensures houses are aware of what is covered in other forums. At times, the work in House is more formal with year groups gathering over hot chocolate or cheese and biscuits and being given resources from the pastoral team. Other times it is more informal. Houses also raise awareness of wellbeing matters via their own initiatives, led by senior pupils.

Academic Curriculum

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

The impact and contributions of the Biology curriculum is invaluable to the PSHE curriculum as it explores a wealth of topics including smoking, disease and reproduction. Other subjects contribute to our holistic approach including Politics and Economics (democracy, finance), Modern Languages (healthy lifestyle, ethical dilemmas, addiction), English (covering overarching concepts in set texts), History and Geography (racism, equality, identity and diversity), and Theology (ethics, citizenship, and faith perspectives).

Co-curricular programme

There is a strong emphasis to connect the work done through Beyond Teddies and, in particular, the the new Sixth Form service programme, Teddies Collaborates, and the Wellbeing curriculum. The value and skills learned in Wellbeing supports and underpins the service activities pupils will undertake, such as working with local food hubs, assisting in primary schools, caring for the elderly, and through running 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 also provide opportunities for personal wellbeing, collaboration, leadership and growth. We are also in the process of developing a pupil-led Wellbeing society in conjunction with the Wellbeing Prefect, a new role since academic year 2022-23.

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, discussion in house or are integrated within the series of PSHE lessons.

For example, during 2023-2024 the following speakers visited the school:

Time in year	Year group	Title, Theme, Topic	Speaker	Organisation	Follow up
November	4 th and 5 th form	Thinking Big About Gender Inequality	Yosh Soliman and others	Bold Voices	Wellbeing lesson
June	Shell	Adversity	Poppy Jamie		Wellbeing lesson
June	Shell	Nutrition	Isa Robinson Matt Davis		Wellbeing lesson
June	L6th	Spiking	Zoe Shuttleworth	It Happens Education	Wellbeing lesson

Off timetable workshops and conferences

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. For example, in 2023-2024Shells attended ‘Stepping up!’, a day of workshops to upskill Shells

and prepare them for life in the Fourth Form (Summer term) while Fourth and Fifth Forms took part in Bold Voices (Spring Term) during which they worked on gender inequality.

The Health Centre and House Nurse

Each Boarding House has a House Nurse who meets regularly with the House Team. The House Nurse is often best placed to help specific individuals with wellbeing needs, for example, around Relationships and Sex Education, vaping or smoking cessation, alcohol or diet. As need arises, the House Nurse may also run periodic year-group specific sessions in house, for example, on issues such as physical and emotional wellbeing.

The Health Centre also has designated nurses who focus on areas of individual and small group student need, or run advertised clinics, on areas such as smoking/vaping cessation and sexual health.

Nurse-Led teaching

The organisation of nurse-led teaching is the the responsibility of the Deputy Head Student Welfare with the Director and Assistant Director of Wellbeing, and the Senior Nurse Manager of the Health Centre. Although different House Nurses deliver the content, each session follows a standards format, for example led by a nurse independently, or by a nurse with support from a student Peer Listener. Sessions normally run for 1 hour and are normally scheduled to run from 8 to 9pm to maximise the number of pupils who are available to attend. Nurses are supported by the Director of Wellbeing and the Director and Assistant Director of Wellbeing who develop schemes of work, ensure sessions are adequately resourced, that they are year-group appropriate and that they build directly on material covered by pupils in the Wellbeing curriculum.

The table below outlines the specimen programme of Nurse-led teaching for 2024-2025.

This programme is intended to be the foundation of school nurse-led teaching.

Term	Year Group	Content
Autumn	Fourths	Basic self-care (physical and mental health) Basic management of choking, head injuries, burns Self-examination of the testicles and breast
	Upper Sixth	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	Shell	Discussions about puberty and basic sexual health Contraception and barrier protection including practice with condoms
	Fifths	Basic First Aid Cardiopulmonary resuscitation (CPR)
Summer	Lower Sixth	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.
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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 Psychologists and School Counsellors

The primary role of the School Psychologist and School Counsellor is to work one-to-one with pupils in need. From time to time, however, in consultation with HMs and members of the pastoral group, the psychologist and/or counsellor may be asked to work with small groups in house, for example to facilitate improved group dynamics in line with whole school 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 realises the importance of working with parents on all aspects of pastoral education and runs a programme of online and in person meetings led by external speakers and school staff. There is at least one meeting, per academic year group, per year. The content of these meetings is determined by HMs. In the year 2023-2024 the following meetings took place:

Term	Year Group	Content
Autumn	Fourths and Fifths	Parties, cyberbullying, body image and vaping
Spring	Shells	Digital wellbeing
Summer	Lower Sixth	External speaker Alison from childnet on sextortion and catfishing and gambling

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)

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.

In RSE-focussed lessons pupils learning about physical, moral and emotional development; relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Pupils also learn 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.

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 [Is this still the case, or is it now me as Dep Head Welfare?] who oversees the following:

- Departmental meetings and clinics so that teachers are clear about their roles and responsibilities, for training purposes and to share practise;
- 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;
- Pupil attendance, monitored via Isams;
- An annual 'away day' in the summer term which has a focus on both individual and group reflection and future planning;
- Feedback from pupils, including:
 - Pupil feedback 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 group at least twice per term. Representatives from the pupil Sustainability, Fem Soc., LGBTQ+ and the Equality, Diversity and Inclusion Committee also report ideas to the Pastoral group;

- Informal discussion with pupils in House during Boarding House visits by the Assistant Head Pastoral .

Future Plans

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

- Closer liaison with parents through online and face-to-face meetings with key pastoral staff and invited speakers;
- 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.

[Structure for Wellbeing Curriculum 2024-25 v1.xlsx](#)

Appendix 2: Guidance for creating a safe learning environment

Discussion and teaching of complex or sensitive issues safely is central to best practice in all Wellbeing provision. Teachers approach all lessons with the assumption that any pupil in the class may have direct experience of the topic being discussed or find the content sensitive or upsetting for other reasons. Further, high profile, controversial issues from news and current affairs will often become topics of discussion in Wellbeing teaching; teachers are expected to provide support, guidance, and reassurance to pupils as these issues are talked through. PSHEducation has a key role to play in developing pupils' knowledge, skills, and confidence in approaching complex, controversial issues.

At the foundation of all pastoral teaching at SES is creation of a climate of trust, cooperation and mutual support in which pupils feel safe to discuss issues which members of the group may find challenging. The following guidance is used by teachers to create a safe learning and teaching environment, enabling the confident and effective delivery of PSHE education.

Establishing Ground Rules

Ground rules should be established prior to the discussion in order to minimise the risk of unintended disclosures and to ensure that all pupils refrain from inappropriate or negative comments directed towards other individuals, whether or not these are intended. Such ground rules are essential to the effective management of discussions that may 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 Assistant Head Pastoral, or another colleague, 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.

We also introduced a feedback opportunity at the end of lessons. Pupils are encouraged to note down anonymously on a post-it note something they have learned or questions they still have.

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.