



RENDCOMB COLLEGE

NURSERY • JUNIOR • SENIOR

PSHEE Policy

(ISI: 2d)

Monitoring:

Head of PSHEE

& Deputy Head

Pastoral

Reviewed:

August 2022

Next Review:

August 2023

1. PSHEE at Rendcomb College

As part of a rounded curriculum at Rendcomb College all pupils undertake an extensive PSHEE programme which covers all aspects of personal, health and social education and which includes social, emotional aspects of learning (SEAL).

The programme has been devised by the Head of PSHEE. Much of what is included in the programme therefore reflects the nature of issues which young people are facing both in the school and outside and is part of the school's goal to ensure that students are taught to proactively deal with issues before they develop into serious problems.

2. Rationale for PSHEE Education

PSHEE helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. PSHEE helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers

and learn to manage their money and finances effectively. In addition, it improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. In doing so, they become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Roles and Responsibilities

The Head of PSHEE is responsible for:

- Overall planning, implementation and review of the programme.
- Ensuring that teachers are aware of, and are responding to local guidelines and national policy statements in relation to PSHEE.
- Ensuring that a variety of teaching approaches will be used and give students relevant information to enable issues to be explored and to acquire appropriate skills.
- Ensuring the right staff deliver the appropriate content to ensure the best outcomes for pupils.

Tutors must ensure that:

- They follow the SOW (as with any subject) and that they use the resources provided and plan in advance of the lesson to ensure that they have all the resources ready to deliver the lesson.
- They understand what and how the topics need to be delivered and to discuss in advance with the Head of PSHEE where they are concerned about either the topic content or method of delivery, resources that are available.
- Where there is an outside speaker, tutors must be in the room to supervise students and to ensure they understand what was delivered so they can follow up in subsequent lessons.

Organisation and delivery:

- Students are taught in their tutor groups which are mixed ability, mixed gender and mixed nationality.
- A wide range of teaching resources are available on the VLE (Teams and Firefly)
- PSHEE resources are user friendly with detailed lesson plans and guidance on delivery.
- Support is offered primarily through the Head of PSHEE but also through the Heads of Key Stages who are off timetable to offer necessary support. This should be organised through the Head of PSHEE.
- PSHEE is offered as a discrete lesson on a Tuesday and also during morning tutor periods via our supplementary teaching.

External Speakers

Although the course is primarily delivered by tutors, external speakers are brought in to cover certain topics in more detail such as those which are more sensitive. In addition to this the school nurse, the School Counsellor, the DSL and other trained staff will cover and lead of topics which are in their area of expertise.

While most of the more sensitive topics are covered by experts in that field, If tutors feel are unable to teach a certain topic for personal reasons, they are asked that they contact the Head of PSHEE in good time prior to that topic being taught, so that other arrangement can be made. In some circumstances it may be that they are teamed with another tutor or that the session is covered or lead by the Head of Key Stage or the Head of PSHEE. This will be dependent upon logistics.

Dealing with sensitive and controversial Issues

While a lot of the more sensitive and controversial issues will be covered by external or in house specialists there may be some occasions where tutors will need to be prepared to handle personal and to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Some issues are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs which

include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Tutors will take all reasonable and practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views and tutors will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Tutors should seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by others in the group. We have a culture that if a tutor doesn't feel comfortable delivering the content another member of staff (Medical, School Counsellor, DSL, DDSL, Head of PSHEE) will assist or deliver the content.

Safeguarding

Some discussion may involve a topic that could upset a particular student due to external safeguarding issues. In those cases the Designated Senior Lead for Safeguarding (DSL) will inform the student and give prior warning of the topic. If the student wishes it, he/she will be allowed to excuse themselves from the session and an alternative location will be found for them in agreement with the DSL. If a student gets upset within a session and asks to leave, let them and tell them to go to the medical centre. Please follow this up straight away with a phone call to the Medical centre (329) and an email to the DSL DHP@RendcombCollege.org.uk

If a student or family member discloses something as a result of something that was discussed that falls under the remit of safeguarding please follow relevant safeguarding procedures depending upon the nature of the disclosure. Never promise confidentiality to either a student or a family member.

Ground Rules and Distancing Techniques

The establishment of ground rules in the delivery of PSHEE learning is absolutely central to its success. This means pupils can self-regulate, participating and agreeing on what is acceptable and appropriate to discuss. Furthermore, this process of ground rule establishment also enables all pupils present to contribute and participate in their learning, developing skills of responsibility, leadership and an opportunity to challenge constructively those pupils who do not conform to the ground rules as well as allow an opportunity for

restorative practise. These in essence are the very skills PSHEE is designed to develop with our learners and help them progress successfully into adulthood. In particular:

- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way

Dealing with Questions/Discussion Points

- Tutors should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Tutors should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a verbal question is too personal the teacher should remind the Student of the ground rules.
- If a question is too explicit, feels too old for a Student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Tutors should not be drawn into providing more information than is appropriate to the age of the child.

Overview of Programme of Study

PSHEE is delivered through three overlapping and linked core themes:

- Health and well-being (staying safe and mental health awareness);
- Relationships;
- Living in the wider world including economic wellbeing and careers.

For Health and Well-being,

Students are taught:

- How to maintain physical, mental and emotional health and wellbeing including sexual health;
- about parenthood and the consequences of teenage pregnancy;

- how to assess and manage risks to health and to stay, and keep others, safe; how to identify and access help, advice and support;
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco (a growing focus on e-cigarettes); maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health;
- The role and influence of the media on lifestyle and mental health.

For Relationships

Students are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills;
- How to recognise and manage emotions within a range of relationships;
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters;
- About the concept of consent in a variety of contexts (including in sexual relationships);
- About managing loss including bereavement, separation and divorce;
- To respect equality and be a productive member of a diverse community with a focus on a no tolerance attitude of any form of discrimination;
- How to identify and access appropriate advice and support.

For Living in the Wider World

Students are taught:

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy;
- How to make informed choices and be enterprising and ambitious;
- How to develop employability, team working and leadership skills and develop flexibility and resilience;
- About the economic and business environment;
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Note: Parents are free to withdraw their children from Sex and Relationships aspects of the PSHE curriculum if they wish to do so. The only exceptions to this are the biological aspects of reproduction that are essential elements of National Curriculum Science.