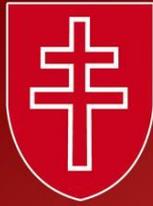


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New Hall School

Whole School PSHEE Policy

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| Reviewed by | Senior Leadership & Management Team |
| Date | August 2019 |
| Authorised by | Board of Governors of New Hall |
| ISI Code | 5a |

WHOLE SCHOOL PSHEE POLICY

1. Preparatory Divisions PSHEE Policy

1.1 Introduction

New Hall, a Catholic boarding and day school, provides **the best start in life**, enabling students to meet confidently the challenges of the wider world.

Here **academic excellence** is achieved in surroundings where relationships are based on **care, trust and respect**.

We **welcome** students from many traditions, building a Christian **community** that has at its heart **prayer** and **service** to others.

Our Mission & Ethos Statement is at the heart of our Personal, Social, Health and Economic education (PSHEE) programme. It enables pupils to meet the challenges of the wider world by giving them the knowledge, skills and understanding needed to lead confident, healthy, independent lives. Through our teaching and modelling of the Gospel values, they become informed, active, responsible citizens who are outward looking and care for others and the world around them. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. The curriculum actively promotes the fundamental British values of democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs.

1.2 Aims and Objectives

The aims of personal, social, health and economic education actively promote fundamental British values. They enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues, including safety in the environment, online safety and safeguarding
- Acquire an appreciation of and respect for their own and other cultures, in order to promote tolerance and harmony between different cultural traditions
- Acquire a broad general knowledge of and respect for public institutions and services in England
- Be independent, positive and active members of their School locality, and also of wider society, by accepting responsibility for their behaviour and showing initiative
- Distinguish right from wrong and respect the civil and criminal law of England
- Develop self-confidence and self-esteem, make informed choices through self-knowledge regarding personal and social issues, and make the most of their abilities

- Understand what makes good relationships, and develop them with other members of the School and the wider community
- Encourage respect for other people
- Encourage awareness of environmental issues and respect for the environment
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Signpost sources of support for pupils who are experiencing difficulties in their lives

These aims can be developed not only through PSHEE sessions, but through virtually all parts of the curriculum and infused within the day-to-day operation of the School.

1.3 Curriculum Content

The Preparatory Divisions PSHEE curriculum is based upon the PSHE Association Programme of Study, and utilises the PSHE Association Planning Toolkit.

The curriculum content is grouped into three themes that are taught throughout the School year:

- Relationships (including Feelings & Emotions and Healthy Relationships)
- Health & Wellbeing (including Keeping Safe and Healthy Lifestyles)
- Living in the Wider World (including Taking Care of the Environment and Rights & Responsibilities)

The Health & Wellbeing theme incorporates a unit on Mental Health and Emotional Wellbeing, and the Living in the Wider World theme includes a unit on financial awareness and capability using the PFEG resource, 'My Money Toolkit'. Year 6 pupils take part in an Enterprise project entitled 'Fiver Challenge' in their final half term.

We use a range of teaching and learning styles:

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem-solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time
- School Council (preparatory activities)
- Drama and role-play

We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the School to talk about their role in creating a positive and supportive local community. We also arrange theatre visits where appropriate.

We strive to protect all children from harm and help them achieve what they want in life through maximising opportunity and minimising risk. Children have the ability to voice issues that affect them as individuals and collectively.

1.4 PSHEE curriculum planning

We teach PSHEE in a variety of ways and set topics in a Christian context wherever possible as befits our ethos as a Catholic school. As part of this ethos, the tolerance of others' beliefs, opinions and backgrounds is actively promoted. We use the cross-curricular nature of the subject to make links with other subjects, merging the learning objectives of PSHEE within the planning of, in particular, Science, Computing, Geography, Religious Education and Mathematics. Where a cross-curricular link cannot be made or would be best taught as a discrete and separate PSHEE unit, this will be planned for with specific lesson time allocated.

We also develop PSHEE through activities and whole School events. Whole School assemblies address PSHEE objectives such as fire safety, 'stranger danger', anti-bullying and cyber-bullying, and environmental issues. We offer a residential visit to Year 6 in the Preparatory Division, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Relationships and Sex Education is taught across the School through the "Journey in Love" programme during the Trinity Term each year. "Journey in Love" has been written by Sr Jude from the Diocese of Brentwood. At the beginning of the Trinity Term, an information evening is held for parents of Year 4, Year 5 and 6 pupils to explain what aspects of puberty and conception will be covered and to give them the opportunity to see the resources that will be used so they are able to support learning at home and be prepared for any questions that children may raise.

E-safety objectives are taught as part of the Computing curriculum. Additional opportunities are taken to raise the profile of e-safety in the School. These include pupil, staff and parent information meetings delivered by outside agencies, and competitions organised by the Computing subject leader.

1.5 Foundation Stage

PSHEE in Nursery and Reception classes is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the children's work are related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

1.6 Inclusion

We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning differences, so that all are engaged and challenged (whether they have Special Educational Needs or are Most Able and Talented). When teaching PSHEE, we take into account the targets set for the children in their Individual Education Plans (IEPs).

1.7 Assessment and Recording

There are no levels or end of Key Stage statements for PSHEE and there is no requirement for end of Key Stage assessment in relation to these. However, teachers assess and monitor pupils' development of knowledge, understanding, skills, values and attitudes through ipsative assessment; pupils record their level of confidence against learning outcomes prior to and following their learning.

1.8 Resources

The resources for PSHEE are kept centrally in the teacher resource room. Other health resources are stored with Science and still others overlap with RE and Mathematics. The PSHEE Subject Leader holds a selection of materials (including resources for teaching sensitive issues) and is responsible for identifying, ordering and maintaining the resources for this subject.

1.9 Monitoring and Review

The PSHEE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching. S/he carries out a regular process of review and development of the programme as part of the annual cycle of School improvement. This is carried out through lesson observation and work scrutiny and feedback is offered to the class teachers. The Subject Leader supports colleagues in the teaching of PSHEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the School.

2. Senior Divisions PSHEE Policy

The Personal, Social, Health and Economic education (PSHEE) programme in the Senior Divisions is a planned programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole School approach, PSHEE develops the qualities and attributes students need to thrive as individuals, family members and members of society.

Our PSHEE policy reflects the School's aims, mission statement and ethos. New Hall School recognises its responsibility to promote the fundamental 'British values' of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As indicated below, PSHEE also plays an important role in the Spiritual, Moral, Social and Cultural (SMSC) development of students, but these efforts do not occur in isolation. Assemblies and Chapel services do much to promote British values.

PSHEE makes an important contribution to the School's statutory responsibilities to provide a curriculum that is balanced and broadly based and which:

- promotes the Welfare, Health and Safety of students
- promotes the Spiritual, Moral, Social and Cultural development of students
- prepares students for the opportunities, responsibilities and experiences of later life
- achieves the whole curriculum aims
- promotes community cohesion
- actively promotes fundamental British values
- promotes respect for others, giving particular attention to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

At New Hall School, our PSHEE programme effectively complements the School's pastoral provision and academic curriculum, and contributes to the fulfilment of the School's ethos of providing students with a holistic education.

PSHEE equips students with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives, by retaining the valuable agenda of 'Every Child Matters.' At New Hall the PSHEE programme encourages students to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables students to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

2.1 Aims and Objectives

1. **Develop Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around personal privacy, including online)
2. **Understand Relationships** (including different types and in different settings, including online)
3. **Develop a healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Understand Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Understand Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Understand Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Develop strategies for Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Understand Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Develop knowledge and understanding of Careers** (including enterprise, employability and economic understanding)

2.2 Delivery of PSHEE

A curriculum of PSHEE is devised by the Heads of Year and implemented through tutorials, dedicated PSHEE learning sessions and assemblies for Years 7-11, and in the weekly Horizons programme in Years 12 and 13. Students in Years 7-13 also have a dedicated PSHEE lesson. These lessons are delivered by specialist speakers, Tutors, Heads of Year and members of the Senior Leadership Team. A balanced range of teaching strategies is needed to provide for the effective delivery of PSHEE for all students. Activities which emphasise active learning and participation, where students are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups and to learn from each other are encouraged. Schemes of work are based upon the National Curriculum non-statutory guidelines. Learning and teaching approaches will include: debates, problem solving, research, discussions, drama/role play and games.

It is within the tutorial context that certain aspects of the PSHEE curriculum are delivered. The principles of Every Child Matters, along with cross-curricular themes within careers education and recording achievement are recognised and developed through the PSHEE program. It is within this context that the cumulative relationship between the tutor and the students serves to provide a supportive context where students can develop their knowledge and understanding, acquire skills and explore their own attitude and values. We recognise the importance of the three-way relationship between tutor, student and parents.

The tutorial context also provides a vehicle for direct work by specialists in various aspects of PSHEE, where outside speakers are used to supplement input on topics. The cross-curricular links are made explicit in the treatment of some areas e.g. birth control Year 8 and 9 where in addition to the work undertaken in lesson and via outside speakers, the Theology Department explores birth control in relation to religious belief and practice.

2.3 Curriculum Content and Planning

At New Hall, the Senior Divisions PSHEE program uses planning frameworks from the PSHE Association and are based on range and content suggested by the National Curriculum programmes of study, within a spiral programme. In Years 7-11 we have divided the year's programme into 'strands' which together cover the three programmes of study 'Health & Wellbeing,' 'Living in the Wider World' and 'Relationships.'

| | Michaelmas Term 1 Health & Wellbeing | Michaelmas Term 2 Living in the wider world | Lent Term 1 Relationships | Lent Term 2 Health & Wellbeing | Trinity Term 1 Relationships | Trinity Term 2 Living in the wider world |
|--------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Year 7 | Transition to the Girls' and Boys' Division Diet, exercise and how to make healthy choices | Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations | Diversity, prejudice and bullying including cyber bullying Managing on and offline friendships | The risks of alcohol, tobacco and other substances Managing puberty and the issues of unwanted contact and FGM. | Self-esteem, romance and friendships Exploring family life | Making ethical financial decisions Saving, spending and budgeting our money |
| Year 8 | First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence | Rights and responsibilities in the community (British Values, NHVS) Tackling age, disability and sexual discrimination, | Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy | Mental health and emotional wellbeing, including body image Managing change and loss | Introduction to sexuality and consent Introduction to birth control (to include Church teaching and methods of contraception) | Evaluating value for money in services Risks and consequences making financial decisions |
| Year 9 | Peer pressure, assertiveness and risk, gang crime (Mizen Family) Dieting, lifestyle balance and unhealthy coping strategies | Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process | Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism | Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction | Relationships and sex education (to include Church teaching) including healthy relationships and consent The risks of STI's sexting and pornography | Planning and carrying out an enterprise project Reflecting on learning skills development in key stage 3 |

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|---------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Year 10 | Transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma | Understanding the causes and effects of debt Understanding the risks associated with gambling | Tackling relationship myths and expectations Managing romantic relationship challenges including break ups | Exploring the influence of role models Evaluating the social and emotional risks of drug use | Understanding different families and parenting skills Managing change, grief and bereavement | Preparation for work experience and readiness for work |
| Year 11 | Promoting self-esteem and coping with stress Learning and revision skills to maximise potential | Understanding the college and applications process and plans beyond school (to include apprenticeships) Skills for employment and career progression | Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage | Health and safety in independent contexts Taking responsibility for health choices | British values, human rights and community cohesion Challenging extremism and radicalisation | |

3. Years 7-11 PSHEE Programme

We also develop PSHEE through activities and whole School events and dedicated PSHEE learning sessions. Outside agencies such as Ten Ten Theatre, Positively Mad and Childnet visit the School to deliver workshops addressing PSHEE objectives. Whole School assemblies address PSHEE objectives such as anti-bullying, cyber-bullying, and environmental issues. We also offer a trip in Year 7, where there is a particular focus on developing students' self-esteem and giving them opportunities to develop leadership and co-operative skills.

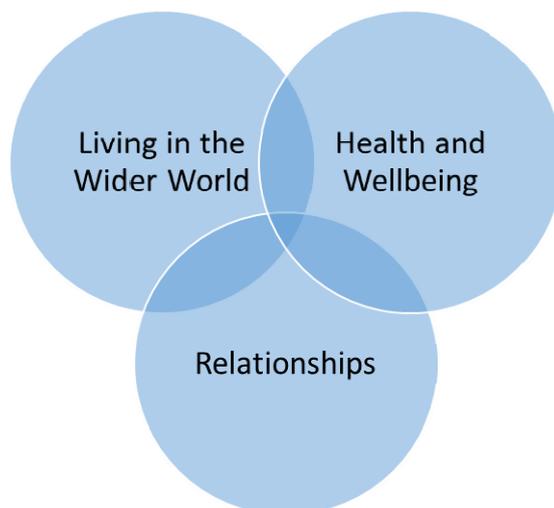
In the Senior Divisions, Relationships and Sex education is taught in a cross-curricular way through Science, Theology and Personal, Social, Health and Economic Education, tutors and external speakers (as part of the PSHEE programme). The diverse staffing and the variety of experience contained within this teaching body is seen as a valuable resource for the delivery of Relationships and Sex education. The provision of Relationships and Sex education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as students' progress through the School.

In conjunction with the PSHEE provision, e-safety objectives are addressed as part of the wider curriculum. Computer Science is taught as a specialist subject from Year 7 and as an option choice at GCSE. Computer Science is also offered at A Level. Additional opportunities are also taken to raise the profile of e-safety in the School. These include student, staff and parent information meetings delivered by outside agencies, competitions and a Digital Leaders group, which is comprised of students from across the Senior Divisions.

4. Years 12 & 13 PSHEE Programme

This is primarily delivered through the Two-Year cycle Horizons Programme, with some supporting sessions in the tutor time (allocated weekly for 55 minutes, but there will not necessarily be a taught PSHEE session/content each week, allowing for important opportunities for tutors to meet with tutees, individually or collectively). However, there are also the termly Human & Spiritual Days, the assembly programme, political/ethical debates and events in Activities Week at the end of the Trinity Term.

There are three core themes:



These core themes can then be split into more focused subsections, as follows:

1. Addictions (drugs, alcohol, smoking, gambling)
2. Rights & Responsibilities
3. Democracy/citizenship

4. Justice
5. Prejudice
6. Wellbeing
7. Personal Safety
8. Eating issues/body image
9. Sex
10. Relationships
11. Study skills
12. Careers
13. Planning for the future
14. Finance
15. Road Safety
16. Dealing with failure/disappointment
17. Bereavement
18. Self-understanding and self-development
19. Ethical dilemmas
20. Conflict issues
21. Volunteering
22. First Aid

The programme evolves each year, following review of how it runs (including direct student feedback), however, below are speakers who have recently come and addressed the students:

- Bridging the Gap: developing the effective mindset and skills for studying A Levels effectively.
- Positive Voice (Emma Cole): Living with HIV and facing prejudice.
- Russell Robinson: The Criminal Justice System
- Shaun Attwood: Life Lessons: a personal story from millionaire to gaol
- Will Randall: World Adventure: embrace the challenges of life and see the world and its people
- The Value of an Extended Project
- John Levy: what is happening in the Middle East and how it affects us all
- Constance Barter: Body Image and eating disorders
- The English Manner: The importance and lessons of Etiquette
- Roger Harding Financial Management: how to become an entrepreneur
- Roz Bicen: dealing with grief
- Hugo Chittenden: the transformative power and value of volunteering
- Jo Baldwin: an introduction to personal finance

5. Human and Spiritual Development Days

Alongside the Horizons talks, the PSHEE programme also embraces two days per year of 'Human and Spiritual Development' for Years 12 and 13. Students will explore a range of moral, philosophical and religious topics through a series of lectures, workshops and small group discussions throughout the year. The Chaplaincy Department, and various outside speakers, will be delivering this programme. The aim of the programme is to enable students to recognise that human flourishing extends beyond academic achievement and requires an engagement with the deeper questions of what it means to be human. New Hall recognises that difference is something to be defended, understood, learnt from and celebrated. This programme contributes to the

distinctive and holistic education offered to students in the Sixth Form to prepare them to face the challenges of the modern world.

Past speakers have included Camilla Carr, who held a workshop with Sixth Form students during their General RE lesson. Camilla and Jon James, now her husband, were in Chechnya to set up a rehabilitation centre for children traumatised by war. Two months later, they were kidnapped in the night by masked and armed Chechen rebels. Despite being held in captivity for 14 months, they survived. For the Sixth Form students, Camilla's talk shed light on a world that many had never considered – and what astounded them more was the forgiveness and compassion Camilla showed towards her kidnappers.

Other issues explored include: Inter-religious dialogue, the role of religion in contemporary society, bioethics, religion and politics, islamophobia.

5.1 Assessment and Recording

Teachers assess and monitor students' development of knowledge, understanding, skills, values and attitudes via baseline, formative and summative assessment. Students assess their level of confidence and knowledge against learning outcomes prior to and following their learning, which ensures that learning objectives are relevant and appropriate to meet the needs of the group. Assessment allows students and teachers alike to identify areas of the curriculum for further development.

5.2 Monitoring and Review

The Head of Division is responsible for monitoring the quality of PSHEE teaching in the Senior Divisions, in conjunction with the HoY. A regular process of review and development of the PSHEE programme is completed as part of the annual cycle of School improvement. This is carried out mainly through observation and feedback is offered to both staff and external providers. Colleagues are supported in the teaching of PSHEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the School.

The PSHEE Policy will be reviewed as part of the New Hall School policy review cycle and in the light of national and local changes. Consultation and associated feedback with staff, students and parents will inform the future development of this policy.

Every aspect of School life in the Senior Divisions offers an opportunity for Personal, Social, Health and Economic education. As such it is the responsibility of the whole staff to share in the delivery of PSHEE at New Hall, not only as a tutor but also as a subject teacher.

6. Guidance:

Guidance Personal, social, health and economic (PSHE) education (Updated 25 June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe#history>