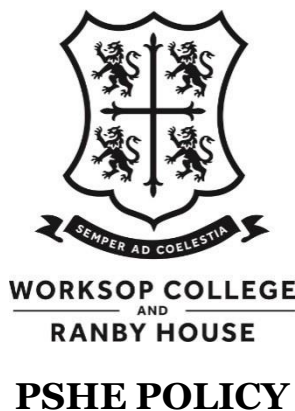


Policy Lead: AJA	Date: 22/10/2018	Revision due: May 2023
Date of Amendment:	Staff Initials:	
22.10.18	AFG	
11.11.19	AFG	
07/05/2020	AFG	
05/05/2021	AA	



**School Tier:** College

**Related Policies:** Anti-Bullying Policy; Drugs & Substances Policy (pupils); ICT Policy; Policy for Pupils on Confidentiality Issues; Policy on dealing with Self Harm; Safeguarding and Child Protection Policy

### **POLICY AIMS**

Through the operation of this policy we aim to: promote the spiritual, moral, social, cultural, mental, and physical development of each pupil. We do this by providing opportunities, responsibilities, facilities, and experience in an atmosphere of support, guidance, and partnership with parents and pupils. Thus we prepare the individual for a fulfilling and responsible role in society as an adult, by providing them with the opportunity to reflect on personal and social wellbeing.

It is crucial to an effective PSHE strategy that the content of lessons promotes good models of health rather than just warning against unhealthy things: the PSHE policy seeks to inculcate good practice for young people's conduct in the world. In addition, good PSHE is both proactive and adaptive: where possible it sets the agenda by dealing with issues in an open fashion, but it can also shift and change to meet the needs of specific events as they unfold in either the world or the school community.

### **SECTION 1.**

#### **Preface**

These aims are consistent with, and thus reinforce, the ethos of the School. The PSHE programme does not merely support the academic curriculum, but has its own educational purpose achieved by a structured scheme of work. Personal, social, health, careers, citizenship, emotional wellbeing, and financial capability are all closely linked through schemes of work delivered each year, which are themselves internally coherent but together build to a whole-school educational framework of PSHE.

### **SECTION 2.**

#### **PURPOSE**

The PHSE programme works towards achieving the following:

Policy Lead: AJA	Date: 22/10/2018	Revision due: May 2023
Date of Amendment:	Staff Initials:	
22.10.18	AFG	
11.11.19	AFG	
07/05/2020	AFG	
05/05/2021	AA	

1. To empower pupils with the basic skills, experiences, knowledge, and attitudes required to function well in a rapidly changing world. 'Functioning well' is understood to include (but by no means be limited to): the capacity for emotional self-reflection, an awareness of the importance of helping others, and the ability to work towards self-actualisation. Pupils should be prepared to be active, confident, and responsible members of wider society, both now and in the future.
2. To promote pupils' wellbeing and to equip them with the ability to critically reflect upon their choices, explore their options, and manage the risks that they may face in a complex contemporary world.
3. To ensure our pupils can develop a sense of self-worth and identity.
4. To develop several **Key Skills**:
  - i. The skills of enquiry, communication, responsible participation, active listening, and reflection; all of which will allow them to gain in confidence and self-discipline.
  - ii. To develop skills of working effectively with others.
  - iii. To develop the skills of problem solving.
  - iv. To develop the skills of critical reflection.
5. To learn **Social and Moral Responsibility** in order to:-
  - i. To foster a sense of moral fairness and social justice, including tolerance and respect for the rights of others.
  - ii. To respect different ways of life, beliefs, opinions and ideas.
6. To enable pupils to become progressively responsible for their aspects of their own lives which will encourage them to be resilient and independent, namely:
  - i. Personal development.
  - ii. Social development
  - iii. Health development
  - iv. Academic development
7. To ensure that pupils are proactively supported in order to create **an educational culture that prioritises safeguarding** (especially as outlined in KCSIE). In addition to complement national strategic goals surrounding the wellbeing of children within education, which might include:
  - i. Be healthy
  - ii. Stay safe
  - iii. Enjoy and achieve
  - iv. Make a positive contribution
  - v. Achieve economic well-being
8. To contribute towards the maintenance of good behaviour and an orderly atmosphere in the School, one that runs parallel to the School's underlying Christian ethos. This is conducive to achieving the broader aims of the School and more specifically to ensuring that the pupils reach their true academic potential.

### SECTION 3.

#### **OBJECTIVES**

These objectives relate directly to the eight aims of the PSHE Policy at Worksop College and are intended to show how the aims are actually put into practice:

1. The PSHE scheme of work is one that introduces topics to the pupils at the appropriate time, and is thus progressive.

## PHSE

Policy Lead: AJA	Date: 22/10/2018	Revision due: May 2023
Date of Amendment:	Staff Initials:	
22.10.18	AFG	
11.11.19	AFG	
07/05/2020	AFG	
05/05/2021	AA	

2. The scheme of work includes personal, social and health education, work-related learning, careers and financial capability.
3. Material is presented in an objective, balanced, and sensitive manner.
4. Lessons are conducted using as much in way of participatory learning and interactive exercises as is practicable.
5. Opportunities are frequently given for pupils to voice opinions, to work in groups, and to engage in discursive and independent peer-learning.
6. Pupils are encouraged to think for themselves so that they can manage their choices in a safe environment.
7. Effective INSET and training programmes for PSHE teachers is to be provided.
8. The Head of PSHE should liaise with external agencies, including The PSHE Association, and seek advice, information and support from them.
9. Outside speakers will be invited to speak to pupils about key issues wherever beneficial.
10. The PSHE coordinator will liaise with Ranby to ensure continuity of learning.

### Section 4

#### **Management**

1. The Head of PSHE is responsible for developing the scheme of work, managing resources, and ensuring the above aims are being met.
2. The Head of PSHE should liaise with the Chaplain, the Head of Science and the Head of Careers to ensure cross referencing of subject matter.
3. Training will be provided as appropriate.
4. The team of PHSE teachers may be composed of a variety of teachers from different subject areas and of different ages. Pupils may change teachers every year.
5. All staff in the PHSE team will have access to a copy of the PHSE policy, the sex education policy, the scheme of work and a list of useful resources. These will be discussed at meetings as necessary.

### Section 5

#### **Cross-Curricular skills**

It is the teacher's responsibility to show pupils how to learn (i.e. the skills) rather than just assimilate factual information. It is widely accepted that skills, together with flexibility and adaptability will be a major attribute for an individual. Basic skills are defined as those that are used widely across subjects and curricular areas, i.e.

1. Communication (language);
2. Numeracy;
3. Problem solving;
4. Personal and social skills;
5. Information technology capability.

Good use of language and numeracy are essential skills to develop and PHSE is an ideal forum for this to happen. In addition to the more formal methods of teaching, basic skills should be taught within a variety of curricular contexts by meaningful and relevant activities. Activities should:

Policy Lead: AJA	Date: 22/10/2018	Revision due: May 2023
Date of Amendment:	Staff Initials:	
22.10.18	AFG	
11.11.19	AFG	
07/05/2020	AFG	
05/05/2021	AA	

- contain tasks which develop knowledge and understanding of others which develop problem solving skills;
- try and use pupils' own prior knowledge, experiences, interests or questions as starting points or as further lines of development;
- have a balance between independent and group work;
- consist of a variety of experiences, e.g. doing, observing, talking, listening, discussing with teachers and other pupils, reflecting, drafting, reading and writing;
- allow pupils to use different methods to present information, e.g. written work, word processing and oral presentation;
- ensure pupils use the conventions of effective discussion and conversation, e.g. taking turns and talking for an appropriate length of time;
- involve the use of ICT and interactive work.

## Section 6

### **Programme Content**

For a detailed description please refer to the scheme of work. It is essential that the curriculum includes information about the following:

- sexual education
- contraception
- sexually transmitted diseases
- abortion
- relationships
- sexting
- body image
- eating disorders
- self harm
- bullying
- grooming
- homophobia/biphobia/transphobia
- alcohol education
- drug education
- financial capability
- human rights
- racism
- poverty
- mental health
- bereavement
- life skills
- study skills
- work experience
- applying for jobs and interviews
- decision making
- the legal system
- the government
- crime and punishment
- global issues & warfare

## PHSE

Policy Lead: AJA	Date: 22/10/2018	Revision due: May 2023
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11.11.19	AFG	
07/05/2020	AFG	
05/05/2021	AA	

- environmental issues
- wellbeing

### Section 7

#### **Accommodation and resources**

Most lessons are timetabled within the teacher's own classroom and all teachers will have access to an interactive whiteboard. Computer rooms are available for whole class activities and can be booked weekly.

PHSE resources can be obtained from the PSHE Coordinator. We have at our disposal:

- Classroom worksheet resources
- DVDs
- Workbooks and activity books
- Online video clips
- Power points on the T drive

#### **References:**

Legal Framework:

General Guidance:

Technological:

Boarding Schools: