



Personal, Social, Health and Economic Wellbeing at Concord College

With students joining the college from so many diverse family and cultural backgrounds, PSHE lessons play a vital part in ensuring a) that Concord is a community where there is mutual respect for difference, whether this be race, religion or different value systems and b) that students understand the values and culture of the country they are living and studying in, particularly as the vast majority will progress to higher education in the UK.

Lower School

Lower School PSHE, for all students in Forms 3, 4 and 5, is in the form of a timetabled lesson once a week, which is led by their tutor. The materials are prepared and provided by the Head of PSHE. The students are asked to review the programme by completing an on-line questionnaire on the school's Virtual Learning Environment (VLE) and each tutor is expected to give written feedback on the materials, so that they can be improved to take account of the experiences in the classroom.

If a tutor feels that their particular tutor group has need of lessons in a specific area they are free to discuss this with the Head of PSHE and, if the topic is deemed appropriate, suitable materials will be sourced. These can then be scheduled into the programme for the coming term. For example, the publishing of the Prevent strategy by the Home Office led to elements of the strategy being incorporated into PSHE and the delivery of an assembly to the Lower School on prevention of radicalisation. An in-depth presentation on British Values from a specialist speaker was also incorporated into the Sixth Form PSHE programme. These were also scheduled to take into account the fact that all teaching staff have also recently completed training on the Prevent programme.

Nationally, PSHE is a subject that is often side-lined, and internationally, it may not have been taught at all in the schools which our students have come from. Consequently, it can often be approached by students in a very negative frame of mind. We are trying, in the Lower School to 'buck the trend' and build positive experiences of PSHE, so that as students move into the Senior School they view it as something potentially valuable and not as something to be endured. Tutors are therefore asked to prepare carefully for these sessions and approach them with the same high degree of professionalism that they would give to their examination classes. Regular informal observations of tutors delivering the PSHE sessions are carried out by the Head of PSHE and the Heads of Houses and opportunities for feedback are offered during tutor meetings. Students keep work completed during PSHE lessons in a designated PSHE folder, which is regularly inspected by the Head of PSHE. Tutors also create displays for their classrooms which showcase the work covered.

At both Lower School and Sixth Form level, PSHE has been planned with the national guidelines in mind and we seek to cover all major areas. This is, however, not always done through the timetabled PSHE lessons, as much of the work is done discreetly, through other subject areas or through the wide range of opportunities that are on offer within the college.

The programmes of study are designed with a series of themes in mind. For example, the Form 5 programme features a series of lessons on image ideals and the pressure of the media. Each lesson builds on from the previous one and collectively the student is far better informed by the end of the term than if they were to be studying different topic areas each week. This approach is also more helpful and realistic for the tutor who is delivering the content. Certain topics are revisited the following year in more detail. Form 3 and Form 4 also have a four week carousel of sessions on Healthy Living, which are delivered by Sixth Form biology students. These encourage more integration between the year groups and help to raise the profile of PSHE, particularly when the younger students see their seniors taking the topic so seriously.

Sixth Form PSHE

The PSHE arrangements for the Senior School are as follows:

PSHE is not timetabled during the normal college lesson timetable, but takes the form of a series of presentations that are delivered by external speakers. For 6.1 students these take place on a Monday evening from 4.30-5.30pm. PSHE has recently been introduced with 6.2 and has the same format as the 6.1 sessions, but takes place on Mondays at the later time of 6.30-7.30pm. The sessions take the form of a 30 minute talk followed by 30 minutes of group-work activity that allow the students to engage fully with the topic. There are then a series of follow-up questions and activities that the students complete the following morning with their tutors during the tutorial session. These questions are provided by the speakers and prepared by the Head of PSHE, who then puts them on the Virtual Learning Environment (VLE) for instant access. As well as highlighting the key message for the given topic area, these follow-up activities also ensure that tutors are fully aware of what the students have learnt. It is important to check that the factual material has been fully understood by students, particularly in the case of health education, but it is also important that the students have the opportunity to discuss issues raised if they wish. Some of the more sensitive and personal elements of the course, such as matters of sexual health, are delivered in small groups by specially trained members of college staff.

Sixth Form students are also given the opportunity to review the course and make suggestions for improvement. A PSHE questionnaire is administered through the VLE at the end of the academic year and there is also a suggestion box in the Main Hall where students are encouraged to complete the suggestions slips and post them. Informal feedback is also given to the Head of PSHE during weekly year group meetings. A full review is provided annually by the Head of PSHE and a report prepared for senior management. Fortnightly meetings are held with the Vice principal Academic to discuss progress, address key issues and keep Concord's senior management team abreast of any new developments.

PSHE is a flexible syllabus that must be ready and able to adapt to the needs to the students. This system was fully introduced in 2009-10. As the college has a January intake, the key issues of Health and Sex Education are addressed from January to Easter, by which time all the Sixth Form students have joined the college. The introduction of PSHE at 6.2 level was implemented to help the students to prepare for the difficult transition from school to university, as a response to observations made of previous students who have left the school. A series of five presentation and follow-up sessions have been scheduled which focus on equipping our students with the information and tools necessary to help them to make the move smoothly.

The final term is left free for examination preparation.

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The policy is next due for review on 01/02/2018