



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. It also seeks to equip students with the tools that they will need for modern life by enabling them to make informed decisions about what is best for them.

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 teaching materials are prepared and provided by the Head of PSHE and made available to the tutors via the VLE. Students are all given an accompanying PSHE workbook to complete during the course, in which they can evidence their learning and receive tutor feedback. These lessons are also supplemented with professional visiting speakers who deliver talks on issues such as personal safety and revision skills. 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 feedback on the materials at least once a year.

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. Form 4 also receive a carousel of practical lessons aimed at giving them a foundation in important life skills such as cooking and ironing and Form 5 receive a student-led carousel on A level and university choices.

The Head of PSHE is responsive to new trends and government initiatives on PSHE and adapts the PSHE programme annually to reflect these. An example of this is the publishing of the Prevent strategy by the Home Office, which led to elements of the strategy being incorporated into PSHE and the delivery of an assembly to the Lower School on prevention of radicalisation. This was 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 was previously often side-lined, and internationally, it may not have been taught at all in the schools which our students have come from. However in Concord it is a valued subject and tutors are therefore expected to prepare carefully for these sessions and approach them with the same high degree of professionalism that they would give to their examination classes. Observations of PSHE lessons are carried out by the Head of PSHE and opportunities for feedback are offered during tutor meetings. The PSHE work that students complete during lessons is stored by tutors in a designated PSHE folder and is checked by the Head of PSHE. Tutors are also encouraged to incorporate PSHE themes into their form assemblies.

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. The work done through the timetabled PSHE lessons is

also discreetly done everywhere in the school, whether it be other subject areas, in houses or through the wide range of extra-curricular opportunities that are on offer within the college

Upper School

Upper School PSHE, for 6.1 and 6.2 students, is in the form of a timetabled lesson every other week, which is led by their tutor. Students follow a series of lessons that cover the PSHE topics that are most relevant to their lives. As in the Lower School, teaching materials are prepared and provided by the Head of PSHE and made available to the tutors via the VLE and students have PSHE booklets that accompany their lessons and in which they can evidence their learning and receive tutor feedback. In addition to the lessons, students receive a number of presentations delivered after school by external speakers. The presentations take the form of a 45 minute presentation on their particular area of expertise followed by a 15 minute Q&A session. Tutors are offered support from specially trained members of college staff for delivery of the more sensitive and personal elements of the course, such as the Relationships and Sex education.

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. A full review of the course is done annually by the Head of PSHE and an annual PSHE report is prepared for senior management. This addresses what has been covered in PSHE and makes suggestions for further development.

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. These lessons and accompanying presentations 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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Head of PSHE 06.17