



Personal, Social, Health and Economic Wellbeing (PSHE) Policy

Policy context and rationale

- This policy covers our school's approach to the teaching and learning of PSHE.
- It was produced by C.Desvaux (Head of PSHE) through consultation with Jeremy Kerslake (Vice Principal, Pastoral and Designated Safeguarding Lead)
- Consultation took the form of meetings.
- It will be reviewed annually by CD & JBK, or more frequently as necessary in response to latest guidance and/or feedback from students, staff and parents.

Availability of this policy

- This PSHE policy will be available through the College website.

Aims and objectives

- Our school's ethos and overarching aims and objectives for our pupils are:

Ethos

Concord College is an international community committed to high academic standards, dedication and mutual respect. The college provides a safe, vibrant and friendly environment in which students can flourish and fulfil their potential. Students are expected to behave in a way that promotes decency, harmony and trust. Staff will support them in this goal.

Aims

- To provide an excellent academic education to students from the UK and from around the world.
 - To give students the confidence and qualifications to enable them to enter top quality universities in the UK and in the rest of the world.
 - To provide a safe and caring environment in which students can live, learn and flourish.
 - To provide high quality learning resources and facilities.
 - To give opportunities for students to find self-worth and enjoy their student life through a wide range of curricular, enrichment and social activities.
 - To give students opportunities to stay in contact with home and the wider world.
 - To recruit, retain, support and develop high quality staff who are committed to the ethos of the college.
 - To encourage all students and staff to value the community of the college and its emphasis on decency and trust.
 - To prepare all students for the challenges of university, of employment and of adult life in the 21st Century.
- This policy and the Concord PSHE programme of study informs the school's overarching aims and objectives by showing how the Ethos and Aims of the school are upheld within PSHE. The

programme of study promotes decency, harmony and trust within a safe environment. Pupil and teacher conduct within the lessons also promotes these and our PSHE programme of study is underpinned by the school values.

- Our PSHE programme aims to inform our young students so that they are helped to make informed decisions and to become responsible citizens.

Creating and safe and supportive learning environment

- We will create a safe and supportive learning environment by establishing effective 'ground rules' and confidentiality will be maintained where possible, but not if it concerns a Safeguarding or Child Protection concern.
- We will ensure that where pupils may be vulnerable and at risk, staff delivering PSHE sessions on sensitive topics will be informed on a need to know basis. Students will receive appropriate support from staff and that these concerns will then be passed on as necessary in accordance with the school's Child Protection Policy and KCSIE Part 1.
- This policy is informed by the school's safeguarding/child protection policy as it also seeks to ensure caring for the welfare of its students in both preventing and protecting our students from abuse. The Safeguarding and Child Protection policy also mentions the college's PSHE programme and specific legal duties such as Radicalisation and the Prevent Duty are mentioned in both policies.

Entitlement and equality of opportunity

- We recognise the right for all pupils to have access to PSHE education which meets their needs.
- We will ensure that pupils with SEN receive access to PSHE through their lessons, as with every other lesson. The pupil and their teachers are supported in this by a Pupil Profile and/or IEP that is provided for our pupils with SEN. The tasks used within lessons can also be differentiated.

Intended outcomes

Pupils will:

- know and understand how to make informed decisions on a variety of topics
- be able to find out more information on their questions and understand signposting
- develop the skills of empathy for others and understand the importance of mutual respect
- understand they have a right to be who they are and for these choices to be respected by others
- understand they have a responsibility to be tolerant of others and to allow them to live in peace

Learning and teaching

- The programme is led by Caroline Desvaux, Head of PSHE and teachers responsible for teaching PSHE will receive training through CPD sessions provided by both external trainers and Caroline Desvaux.
- Feedback from students is used to inform the programme of study.
- We will determine pupils' prior knowledge/starting points by having activities at the start of the lesson that ascertain this, such as continuum lines.
- The programme will be taught through a range of teaching methods, including class discussions, practical role play, picture activities and card sorts.
- We will ensure that sessions, including those on risky behaviours, remain positive in tone by having established ground rules that ensure mutual respect, including sensitivity around comments, by not focusing solely on worse-case scenarios and by keeping the topic in perspective.

- We will help pupils make connections between their learning and ‘real life’ behaviours by covering topics that are relevant to them or will be relevant to them soon and, where possible, stimuli and case studies of young people of a similar age and environment.
 - We will make links to other areas of the curriculum through tutors talking about these during lessons. For example, the link between PSHE and Biology will be made when discussing unprotected sex and by including activities that draw on other skills - such as calculations when learning budgeting skills.
- A full programme of study is found at the end of this document and all of the lesson plans are on the VLE.
 - We ensure the curriculum is broad and balanced by using a wide variety of topics that are taken from the PSHE Association Secondary Framework.
 - We allocate curriculum time to PSHE education.
 - Our PSHE education takes place as weekly 40 minute lessons for Lower School year groups and 40 minute lessons twice a month for Upper School students.
 - Our PSHE education is provided as lessons, led by tutors and is further enriched by presentations from external and internal speakers.
 - Pupils’ questions will be answered by their tutor or the external speaker. If this is not possible then they will be signposted to further information.
 - We will allow pupils to raise anonymous questions by using the anonymous comments box in Main Hall. Post-it notes are also made available in some external presentations for anonymous questions and teachers are also encouraged to use these in their lessons.
 - If a safeguarding issue is raised by an anonymous question we will follow the necessary procedures for this in accordance with the school’s Child Protection Policy and KCSIE Part 1
 - Our PSHE education provision is mapped and planned effectively to ensure that the correct content is being delivered to our students. Care is taken to include information on effective ground rules and signposting of sources of help for further information.
 - We will assess pupils’ learning and progression through the activities embedded within the session, including plenary activities. This is evidenced in the form of student participation in lessons and the written work in the student booklets.
 - We will use external contributors in the following circumstances: to support the content that the teacher is delivering in lessons and to offer specialised knowledge on certain topics.
 - When using external speakers to deliver aspects of our PSHE programme we will ensure that their content is embedded into the programme and that they deliver information that supports the teacher’s lessons.
- This policy supports/complements the following policies:
 - Safeguarding Child Protection Policy (Staff Handbook doc. 17.1)
 - KCSIE (Sept 2018) Part 1.
 - Learning in PSHE classes will link to and complement learning in other subjects such as Biology and Religious Studies and to presentations in assemblies.

Involving parents and carers

- We are committed to working with parents and carers.
- We will communicate with parents and carers by means of the College website & e-mails.

- We acknowledge the right of parents to withdraw their children from PSHE sessions focussing on sexual relationships within the RSE element of PSHE. (For further information see the separate RSE policy. Sessions focussing on sex education are highlighted in yellow in the PSHE overview on p.5 of this document.)

- If a parent wishes to withdraw their child we will respect their wishes and their child is likely to have supervised private study in the College library.

Ms C Desvaux (Head of PSHE)

Mr J B Kerslake (Vice-Principal (Pastoral) and DSL)

First published 16/11/18

To be reviewed by the Welfare Committee of the Trustees on 07/12/18

The policy is to be reviewed every 3 years

PSHE overview 2018-19

	Autumn Term 2018 (Relationships)	Spring Term 2019 (Health and wellbeing)	Summer Term 2019 (Living in the wider world)
Form 3	Learning styles Ground rules Starting a new school Friendship Empathy	Mental Health (Managing stress) Media Smart Body Image Smoking	Understanding fraud Identity fraud and data protection Defibrillator training Revision skills
Form 4	Learning styles Ground rules/ Self-esteem Let's start with you Love and different kinds of relationships Ideal partners	Alcohol Coping with Online stress Personal Safety/ Road safety Road safety - external presentation (Malcolm Farrer Weds 20 th March)	Life skills carousel: -Menu planning -Cooking practical lesson -Laundry and bed-making practical lesson -Managing your finances
Form 5	Consent Healthy and unhealthy behaviour Contraception STIS Relationship scenarios	Sixth form-delivered carousel: Time management -Writing skills -Independent learning -Progress-checking / reflection -Revision skills	No lessons

	Autumn Term 2018	Spring Term 2019	Presentations from speakers
6.1	Positive body image Mental health – making positive health links Alcohol	Contraception Physical and emotional abuse sexting Consent	An Introduction to Sex Education - <i>S.Alston</i> STIs - <i>E.Cole</i> Mon 18th March
6.2	Radicalisation and Extremism Personal finance and bills Debt vs Financial Difficulty	Mental Health Challenging prejudice and discrimination	Life at University - <i>Concord Alumni</i> Mon Nov 26th