

# PSHE and Wellbeing Curriculum Policy



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<b>Responsible person:</b>	Deputy Head (Pastoral)
<b>References:</b>	Curriculum Policy Relationships and Sex Education Policy (I20)
<b>Appendix 1:</b>	PSHE Curriculum Overview 2021-22
<b>Policy number:</b>	<b>2d 5a</b>

## 1. Policy overview, rationale and aims:

The PSHE and Wellbeing programme is an integral and important part of the education programme at St John's School.

The school's PHSE and Wellbeing programme is designed to foster the personal, moral, spiritual, social and cultural development of our pupils, as well as helping to enhance their ability to cope with life and its demands.

The policy is informed and underpinned by the school's values of Aiming High with Integrity, Serving Others and Being Adventurous.

The PSHE and Wellbeing programme aims to inspire and encourage our pupils to:

- Become kinder
- More confident
- More thoughtful
- More responsible citizens

It aims to:

- Foster the personal, moral, spiritual, social and cultural development of our pupils
- Enhance our pupils' ability to cope with life and its demands.

Pupils are also taught explicitly about British Values which are defined as:

- Democracy & the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Economic Education (PSHE) as well as through the school's broad and balanced curriculum.

This policy was produced through consultation with staff and pupils, following departmental review and feedback, departmental training, pupil voice, pupil wellbeing surveys and ongoing feedback from the pastoral team.

The school is aware that parents are vital in reinforcing the messages which the PSHE and Wellbeing programme delivers and, therefore, we aim to include and support parents through offering topical lectures and seminars to the parents of pupils at St John's. Feedback following the sessions is welcomed from parents, pupils and staff, and this feedback informs and influences the programme for the following year.

## **2. PSHE and Wellbeing scheme of work**

Our scheme of work associated with PSHE is both proactive and reactive, and adapts with feedback from pupil voice, pastoral leaders in the school and wider events in the life of the school and beyond. This allows us to adapt our programme to the diverse needs of our pupil body week-by-week. PSHE and wellbeing aims to help our pupils develop an increased understanding and knowledge of:

- Health issues: drugs, relationships and sex education, mental health, healthy lifestyle, and work/play balance;
- Personal issues: goal setting, self-awareness, self-esteem, relationships, emotional wellbeing and mental health interventions, duty of care, child protection, safety and safeguarding, including specific coverage of online issues, including cyber-bullying and peer-on-peer;
- Social issues: relationships including family, friends, workplace, teams, disabled people, protected characteristics, and an understanding of the Equality Act of 2010, workplace law and legislation, and specific learning and engagement around Fundamental British Values [FBV];
- Emotional literacy: supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable pupils to explore their own feelings and thoughts, as well as developing emotional empathy;
- Economic Wellbeing: managing personal finances, banking, credit lending, interest, etc.

## **3. Delivery**

Depending on the nature of the topic, delivery may be to one tutor group at a time, to a larger group of pupils within the year group or to the year group as a whole. Some sessions are delivered to boys and girls separately so that pupils feel more comfortable discussing these topics. Some topics are also tailored to be more gender-specific and there are some sessions that include both boys and girls to help promote non-gender specific issues and inter-gender understanding.

PHSE and Wellbeing is also taught through cross-curricular opportunities, for example: relationships and sex education and drug education within science; healthy living within sports science and physical education; discrimination within religious studies and democracy within history and politics. The Health Centre will also aid in the delivery of certain health-related topics.

The PSHE and Wellbeing curriculum is mainly delivered by tutors and all have a responsibility to deliver, promote and support the programme. It is not an optional add-on, but rather a key cornerstone of the St John's School education. All staff are reminded of the fact that their teaching and delivery of PSHE and Wellbeing must preclude the promotion of partisan political views. The school understands that external speakers are an excellent vehicle for course delivery since speakers are able to present the topic through their own experiences as well as possessing a positive detachment from pupils on a day-to-day basis. It is the responsibility of the Head of PSHE and Wellbeing to notify SHS of upcoming external speakers and to flag any potential trigger-warnings in the content covered. SHS should communicate these warnings to relevant staff and pupils, giving them the option to opt-out of the talk.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE and Wellbeing lessons, in line with all other curriculum subjects. Often, questions will be addressed to the whole class but, should the need arise, questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy. On occasions, it may be considered that the people/person best placed to answer a pupil's question is their family/carer(s), and the school will liaise with the pupil's family appropriately.

In PSHE and Wellbeing sessions, tutors should establish ground-rules to ensure that classrooms are a safe space for open discussion. Often, pupils will be encouraged to give examples of emotions, situations and circumstances; pupils will never be required to give personal examples in these discussions but, if they do, tutors should ensure that it is a safe environment in which to do so.

On occasion, sixth form pupils and prefects may aid in the delivery of the PSHE and Wellbeing curriculum in order to give pupils role models to look up to within school and to allow pupils to hear advice from people closer in age to them. These workshops will be planned and delivered under the guidance and supervision of tutors.

#### **4. Support for the delivery of the programme**

St John's School aims to provide a caring pastoral environment in which each and every pupil is nurtured and pupils have an extensive network of support facilities within the school – both formal and informal. The formal support programme is provided through:

- Tutors and teaching staff in general
- Housemasters and Housemistresses
- School Chaplain
- School counsellor
- Matrons
- Health Centre team

New 4th Form pupils will be mentored by pupils Lower Fifth in their House. Training for mentors is delivered by SHS and Tutors. Pupils in the Lower Sixth also act as Lower School mentors, offering pastoral support to pupils in Lower Third. In addition, the school prefects and House prefects are another form of informal support and guidance for the pupils.

#### **5. Safe and Effective Practice**

The delivery of PSHE, Wellbeing, Relationships and Sex Education ("RSE") across the school will be monitored by the Head of PSHE and Wellbeing.

PSHE, Wellbeing and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the school's Safeguarding and Protecting Children Policy and Procedures.

Classroom practice will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all pupils to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys.

PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Our PSHE policy, including RSE, is sensitive to the range of religious and cultural views about sexual behaviour, ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. It includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM). It pays due regard to the concept of equality and legislation relating to it. The school has specific responsibilities in relation to equality and protected characteristics. Our PSHE and RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

It has been our aim to provide a balanced and broadly-based PHSE and Wellbeing curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school;

prepares pupils across the school for the opportunities, responsibilities and experiences of later life. In framing this, we have considered carefully and reflected upon the following points: the school's aims and wider mission statement, and the values it promotes and models through its culture and ethos; the learning experiences that help our pupils to develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints; how the school enables and empowers the pupils to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.

## **6. Monitoring and review**

This policy and the associated schemes of work are updated biennially. The policy will be made available on the school website and via the parent portal.

## APPENDIX 2: PSHE OVERVIEW 2021-22

### Lower Third to Upper Fifth

<b>Lower Third</b>	Identity and personal strengths Influencers and gateway emotions Peer Pressure and group dynamics	Prejudice, discrimination and assertiveness Challenging attitudes and stereotypes Bullying	Questions of puberty Physical changes Menstruation Emotional changes Body Image	Significance of relationships Healthy relationships Conflict resolution Change to friendships	Understanding stress Relieving stress Nutrition, sleep and exercise Use of substances
<b>Upper Third</b>	Active Listening Family dynamics First impressions Reacting to Criticism Managing expectations of others	Social Injustice and Inequality Bullying Taking Affirmative Action	Online relationships and sharing images Influence of social media Control and teenage freedom	Privacy in different cultures Romance and physical attraction Healthy intimate relationships	Mental Health Managing stress Transition and long-term goals
<b>Fourth</b>	Intimate relationships Peer approval Grooming Influence of social media and risky behaviours	Positive self-image Sexual consent Bullying The Power of Language	Protected characteristics Alcohol and Drugs – effects and the law	Sexual relationships and assertiveness Pornography and false ideas of sex Unprotected sex and contraception	Understanding mental health problems The importance of sleep Building resilience and dealing with change
<b>Lower Fifth</b>	Human Rights Grief and bereavement Online Safety	The Equality Act and Hidden Disabilities Multicultural societies Effects of inequality	Staying healthy Substance use and abuse Lifestyle diseases	Attraction and long-term relationships Ending relationships Identifying healthy and unhealthy relationships	Societal change Issues of gender Gender stereotyping and sexual identity
<b>Upper Fifth</b>	Sex, relationships and the law Coercive control, Substances and the law Pornography	Stress management Budgeting Jobs and skill-sets	STI and Self-examination Sexual relationships and consent Pregnancy and abortion	LGBT+ and coming out Power Imbalance in relationships FGM, Breast Ironing and Honour-based violence	Exam Preparation Careers

### SIXTH FORM

<b>Lower Sixth</b>	Career options University Applications Skill Acquisition CV compilation	Health Issues Fertility Pregnancy Abortion	Risk behaviours Gambling UCAS launch Alternatives to university	Media and body image Mental Health	Approached to leaderships Understanding effective teams and leaders
<b>Upper Sixth</b>	Approaches to happiness Understanding positive psychology and growth mindsets.	Health issues Budgeting Meal planning Staying safe at university	Risky behaviours Gambling and addiction Peer support beyond school Managing unwanted attention and harassment	Careers Managing our media input Understanding our influences	Study leave