

## Westbourne Senior School PSHE Policy

*“We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose and we encourage organisations to develop guidance for schools in the areas of their expertise”.*

<https://www.gov.uk/>

### Policy Context and Rationale

This policy covers our school’s approach to the teaching of Personal, Social, Health and Economic Education. At Westbourne School our key values are based around respect, inclusion, excellence and resilience and these are clearly identified and explained in our School’s Behaviour Policy. Our PSHE Education provision promotes these values and its purpose is to

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life and
- promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

This policy covers our school’s approach to the teaching of Personal, Social, Health and Economic Education. It was produced by Mrs Rebecca Wilcox through consultation with staff but pupils have also been involved in the creation of this policy through questionnaires, in-class verbal feedback and one to one or group discussions with pupils.

Parents and carers will be informed about the policy via the Friday Flyer and it will be available to them on our website and Parent Portal.

If you require this policy in paper format, please contact [fwalker@westbourneschool.co.uk](mailto:fwalker@westbourneschool.co.uk)

The school’s overarching aims and objectives for our pupils are to develop resilient, confident and well informed students and adults of tomorrow, equipping them with the skills they need to be successful in all aspects of life. We do this through delivering a carefully selected Program of Study, organising enrichment activities, visits from external speakers, forging links with the local community and incorporating links with other subject areas. All of this is under the auspices of the Head of PSHE. Our PSHE education programme promotes the school values of Respect, Inclusion, Resilience and Excellence which are integral to all we do. Pupils are rewarded for demonstrating these values and in PSHE we model these values and give them the tools and the opportunities to practise living up to these values.

### Creating a safe and supportive Learning Environment

We will create a safe and supportive learning environment by encouraging compliance with the school values and leading as role models. This will also be an expectation placed on any outside contributors or agencies. Ground rules are revisited at the beginning of each topic that foster a culture of respect, kindness, understanding and inquiry. The PSHE classroom is a place of learning where pupils ask questions without fear of humiliation and feel safe to make mistakes and learn

from them. Pupils are reminded of the importance of using distance techniques to protect themselves and others if sharing their own or others' personal experiences; on a one to one basis with teachers this is not necessary.

Awareness and sensitivity are shown when covering any topics that may be emotive. Pupils report feeling confident about where they can access support in school and it is good practice at the end of lessons to signpost pupils to where they can get that support. Childline, Samaritans, NSPCC are among other organisations outside of school that we regularly recommend. Pupils are taught about the different benefits of using the different sources of support.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through PSHE lessons by signposting or organising interventions by the school or outside agencies, as deemed appropriate by the Designated Safeguarding Lead. If a pupil is believed to be at risk of harm they will be referred to the DSL in accordance with our [safeguarding and child protection policy](#).

In order for all pupils to approach us with any questions or concerns, as well as face to face chats, some pupils may choose to use our worrybox email: [worrybox@westbourneschool.co.uk](mailto:worrybox@westbourneschool.co.uk) or write any questions or concerns on a post it note and send via a 'worry box' in lessons.

## **Entitlement and equality of Opportunity**

Inclusion is one of Westbourne School's core values. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by adapting materials so they are accessible to every pupil and by being mindful of the school's equality, diversity and inclusion policies.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision. We promote diversity and consider all pupils' needs by providing safe or appropriate facilities for students with specific needs. We expect our pupils to consider others' needs by engaging with the PSHE curriculum, following the school rules and expectations and by being ambassadors of the schools core values of **Respect, Inclusion, Resilience and Excellence**.

The school will not exclude access to PSHE for any pupil by physical location or lesson content. This does not extend to children whose parents choose to withdraw their child from certain aspects of the PSHE curriculum as outlined below:

- In KS3 & 4, parents can withdraw their children from the "sex" elements of RSE. From 3 terms before they turn 16, a student can opt back into RSE lessons against parents' wishes. The school has a duty to provide sex education during one of the remaining three terms.
- Parents do not have a right of withdrawal for "health", "relationships" or any other aspect of PSHE education.
- There is no right of withdrawal from National Curriculum science which includes elements of sex education such as puberty and reproduction.

## Teaching and Learning

### 1. Intended outcomes

The intended outcomes of our PSHE programme of learning are that our children:

- can be themselves and express their point of view safely in a supportive environment.
- are able to understand that everyone's opinion deserves to be heard and that each individual is valued and must be treated kindly.
- are able to understand the importance of our school values and can demonstrate them in their dealings with others and their approach to their work.
- can verbalise an improved understanding of the behaviours that prepare them for adult life in modern Britain.
- know that diet, exercise, good relationships, and sleep all impact on their mental health and understand that good mental health is linked to academic achievement and personal wellbeing.
- are able to recognise signs of poor mental health, talk about how mental health can be improved and know who to speak to if they need help.
- feel confident about sharing their own opinions and know that it is ok to not agree with others so long as they are kind and show respect.
- feel comfortable talking about the importance of good mental health and recognise how this impacts positively on their readiness to learn and academic achievement.
- are able to challenge other viewpoints confidently and respectfully.

We assess these outcomes at the end of each academic term via Google Forms Y7-11.

### 2. **Planning**

As in all PSHE education we tailor our lessons to meet the learning needs and priorities of our students. We aim to carry out a baseline assessment at the start of a unit of work to get an accurate snapshot of where our students are in terms of their understanding of a particular topic to ensure learning is developmentally appropriate.

We also try to take account of national data and trends, feedback from our pastoral team and colleagues as well as student surveys. The 2021 Ofsted [Review of sexual abuse in schools and colleges](#) has made clear how important it is that we educate our pupils about what peer on peer abuse is and how to respond. Pupils must be clear about their part and how they can prevent issues such as bullying, including in their role as 'bystanders'. We conducted a student survey on sexual harm that pupils in Year 7-10 took part in. The results of this survey have been discussed at pastoral meetings and SMT and have fed PSHE planning, assemblies and led to posters reminding pupils of what rape culture is being put in all the toilet facilities around school.

Every term we gather feedback from pupils to check how pupils feel they are measuring up against our intended outcomes. Pupils consistently report feeling that the PSHE program at school prepares them well for adult life in modern Britain.

Year 10 and 11 pupils in March 2021 identified (via an [online questionnaire](#)) a need for more teaching on finance, tax and more teaching on racism. As a result we have had an external financial advisor come in and speak about personal finance and budgeting to both Year 10 and 11 as well as Year 7s. Lessons on tax have been added to the Year 10 finance topic. Teaching about racism is something we are looking at in terms of PSHE content but also enrichment activities. We have started running an enrichment afternoon in Year 9 celebrating heritage and have added a lesson on exploring stereotypes and racism to our Year 10 provision, these are all in addition to our usual content which includes regularly looking at discrimination of different types and how to respond.

Our enrichment afternoons and Form Time sessions are also planned to coincide with certain topics covered in PSHE e.g. Anti Bullying Week, Black History Month, Pride. Enrichment sessions have been organised recently on self defence, building resilience, gambling awareness, Amy Winehouse Resilience Project, celebrating heritage, Financial decision making, Goal Setting, Overcoming adversity, Financial awareness... We teach Fundamental British Values through lessons, enrichment and assemblies but also trips to the National Justice Museum, Crucial Crew and the Houses of Parliament; these happen on a yearly basis.

Our lessons also allow for cross curricular opportunities, examples include:

Biology through RSE

PE/Food tech through health and exercise

Maths through Finance and Economic education

Drama through role play activities.

### **3. Timetabling**

PSHEE teaching aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking, all of which link to Westbourne's core values of Respect, Inclusion, Excellence and Resilience. We aim to provide a balanced and broadly-based curriculum in relation to personal development, behaviour, welfare and safeguarding and as such, all pupils receive one lesson of PSHEE each week in Senior School

### **4. Assessment**

A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Whilst there is no formal examined assessment for RSE, we will assess progress through questionnaires, quizzes, annotated mind maps, written assignments, feedback forms, self evaluations, presentations, group work and class discussions.

### **5. Teaching Responsibility and Staff Training**

Becky Wilcox is the PSHEE Lead for Senior School and responsible for RSE teaching to KS3 & 4. It will be taught by class teachers in Junior School. In Senior School, Mrs Wilcox teaches RSE for pupils in Years 9-11, Mrs Mirfin teaches PSHEE and within that, RSE, for our Year 7 & 8 pupils. PSHEE staff are regularly trained and fully apprised of the new requirements for statutory RSE teaching. The [Whole School Relationship and Sex Education \(RSE\) and Health Education Policy](#) covers our school's approach to the teaching of Relationships and Sex Education and Relationships Education.



**General overview of the areas of study within PSHE and Enrichment programme:**

	<b>Autumn 1</b>  Health & wellbeing	<b>Autumn 2</b>  Living in the wider world	<b>Spring 1</b>  Relationships	<b>Spring 2</b>  Health & wellbeing	<b>Summer 1</b>  Relationships	<b>Summer 2</b>  Living in the wider world
Y7	Transition and safety  Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations  Careers, teamwork and enterprise skills, and raising aspirations	Diversity  Diversity, prejudice, and bullying	Health and puberty  Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships  Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making  Saving, borrowing, budgeting and making financial choices
Y 8	Drugs and alcohol  Alcohol and drug misuse and pressures relating to drug use	Community and careers  Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing  Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships  Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy  Online safety, digital literacy, media reliability, and gambling hooks
Y 9	Peer influence, substance use and gangs  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals  Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships  Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle  Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills  Employability and online presence
Y 10	Mental health  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships  Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence  The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation  Communities, belonging and challenging extremism	Work experience  Preparation for and evaluation of work experience and readiness for work

Y 11	Building for the future  Self-efficacy, stress management, and future opportunities	Next steps  Application processes, and skills for further education, employment and career progression	Communication in relationships  Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence  Responsible health choices, and safety in independent contexts	Families  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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As an ever changing area of education the following list is neither static, exhaustive or in order of importance - the curriculum is reviewed on a regular basis and updated/alterd to reflect the changing needs of children and young adults going forward.

## **Links to other school policies and areas of the curriculum**

Anti Bullying and Peer Abuse policy - [Anti Bullying/Peer Abuse Policy 2021.pdf](#)

Safeguarding and Child Protection policy - [Safeguarding and Child Protection Policy Sept 2021.pdf](#)

Junior School Behaviour Policy - [Behaviour policy Junior School 200916.pdf](#)

Senior School Behaviour Policy - [Sept 2021 SS Behaviour Policy](#)

PSHEE Programme of Study can be found here: [PSHE Association Programme of Study \(Key stages 1â€“5\), Jan 2020 0.pdf](#)

EYFS statutory framework:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

## **Useful resources we use include:**

[Rise Above](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Barnardo's: Believe in children | Children's charity \(Real Love Rocks\)](#)

[Brook – Healthy lives for young people](#)

[Young People and Sexual Health](#)

[PSHE Association: Home](#)

[Crossing the Line - a PSHE toolkit](#)

<https://www.bbfc.co.uk/education/teacher-guide/pshe-resource>

<https://www.disrespectnobody.co.uk/>

## **Review date:**

December 2022.