



Rossall

INSPIRING EXCELLENCE

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY (PSHE)

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ROSSALL SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION - WHOLE SCHOOL POLICY (PSHE)

Introductory Statement

Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding that they will need, to lead confident, healthy and independent lives, both on and offline. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up in today's modern society.

It is the intention of this policy to inform staff, parents, Council and all other interested parties, of the content, practice and implementation of the PSHE curriculum at Rossall School.

Rossall's PSHE Scheme of Work for KS1 - 5 broadly follows the programme of study as determined by the [PSHE Association Home | www.pshe-association.org.uk](http://www.pshe-association.org.uk) (See **Appendix 1 and Appendix 2**).

This policy aims to make clear the role of PSHE, in providing planned learning experiences to promote the personal, social, health and economic education of pupils and its importance in ensuring that pupils fulfil their individual potential.

The programme at Rossall is underpinned by the values and ethos of the School, the School's pastoral system and especially staff and pupil relationships and pupil interrelationships. The international nature of the School supports them in appreciating what it means to be a positive member of a diverse and multicultural society. Attention is paid to British values and the 'Prevent' agenda in the context of Western European liberal democracy.

Objectives of the Policy:

Pupils will be given the tools to develop values, attitudes, knowledge, skills, and understanding in line with the IB learner profile. This will enable them to meet the Government and Rossall's aim for every child, regardless of background or circumstance, having equal access to be:

- Inquirers - nurturing curiosity and developing skills for inquiry.
- Knowledgeable- exploring knowledge across a range of disciplines, engaging with issues and ideas that have local and global significance.
- Thinkers- using critical and creative thinking skills to analyse and take responsible action on complex problems.
- Communicators- collaborating effectively, listening carefully to the perspectives of other individuals and groups.
- Principled- acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
- Open-minded- appreciating our own cultures and personal histories, as well as the values and traditions of others.
- Caring- showing empathy, compassion and respect.
- Risk-takers- approaching uncertainty with forethought and determination and to be resourceful and resilient in the face of challenges and change.

- Balanced- understanding the importance of balancing different aspects of our lives: intellectual, physical, and emotional, to achieve well-being for ourselves and others.
- Reflective- considering the world and our own ideas and experience, working to understand our strengths and weaknesses in order to support our learning and personal development.

Spiritual, Moral, Social, Cultural and Values framework

The PSHE curriculum is an aspect of our school's approach to help embed SMSC development- Spiritual, moral, social and cultural. As well as the fundamental British values- democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. The PSHE policy will reflect an ethos which supports the development of self-awareness, a sense of responsibility both for their own actions and towards family, friends and the wider community and understanding and respecting diversity regarding religion, culture and sexual orientation.

School Context

As an IB World School, we aim to develop internationally minded pupils who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. We strive to develop in our pupils a lifelong love of learning, a sense of responsibility, and personal integrity. We are an international community based on trust, mutual respect, and compassion, and every member of our School is expected to uphold these values. The PSHE policy detailed applies to the whole school community.

Delivery of PSHE

At KS1 & KS2 PSHE is delivered by class teachers through timetabled PSHE lessons, as part of the PrepSchool curriculum. Weekly assemblies and form periods supplement PSHE delivery and ensure the objectives are met. These are mainly focused around the six wellbeing themes of the year, one per half term. Specific themed school activities and enrichment activities occur throughout the academic year, to enhance provision e.g. Sun awareness sessions during the summer term. The PSHE programme aims to utilise a range of external speakers and visits. Other curriculum subjects such as *Science* and *Rossall Rotation* support delivery.

At KS3 and KS44 pupils have a timetabled PSHE lesson once per fortnight. They will also receive the delivery of the curriculum through their Tutorial Programme, External Speakers and Assemblies. In KS5, PSHE is delivered by the Head of Sixth Form, the Deputy Head's of Sixth Form, other key members of staff and external speakers. There are opportunities for enrichment and extracurricular openings (e.g themed events, Field Days, CCF and Duke of Edinburgh Award Scheme). A range of external agencies is used to enhance curriculum delivery. Other subject curriculum areas also support the objectives for the PSHE framework.

PSHE and active citizenship is promoted through a range of practical activities such as planning school assemblies, a regular school council meeting discussing school matters, pupil leadership (monitors/house captains), charity fundraising or involvement in community activities such as the service modules of the Duke of Edinburgh Schemes.

We offer residential and day visits in KS2, 3, 4 and 5 where there is a particular emphasis in development leadership, teamwork and cooperative skills.

Assessment and Recording

AT KS1 and KS2 lessons and learning is recorded through a whole class reflection book. For some sessions pupils may be required to complete individual tasks. Pupils self reflect at the end of each session and topic.

At KS3 - KS5 tutors undertake informal assessment through classroom observations. There are opportunities for pupils to conduct self reflection through tutor time and timetabled PSHE lessons. Assessment for learning is also embedded into the pupil's PSHE timetabled lesson, exploring both prior knowledge and after each topic. Work is recorded in an exercise book.

It is important to recognise that assessment in PSHE education is not about 'passing or failing' but that both teachers and pupils know what has been learned, and how learning and understanding has progressed.

The PSHE coordinator is responsible for monitoring the subject and providing INSET to all colleagues, at relevant times of the academic year. As and when issues arise the PSHE coordinator ensures time is made within the curriculum to meet the needs of the children.

Community links and services

The school works closely with a variety of outside agencies, some of which provide support services both within and outside the school. All pupils are made aware of these through posters, leaflets or by information given during lessons.

The Head of the Health and Wellbeing Centre and the Mental Health Nurse provide support when required within the PSHE programme and also confidential listening and support on referral.

NHS Services input into the PSHE programme, through talks on health issues like smoking and mindfulness. The Police make regular visits into school, particularly within the Junior sections and for elements of the 'Staying Safe' objectives.

Various visitors come to help us deliver the PSHE schemes of work through talks and interactive sessions throughout the year. All visitors are made aware of the limits of confidentiality and child safeguarding issues where necessary.

Confidentiality Statement

Teachers conduct PSHE lessons in a sensitive manner and in confidence.

We ensure that all pupils and staff are aware of our policy on confidentiality and ensure pupils are informed of the limits of confidentiality that are offered by teachers within lessons or if they approach a teacher for individual advice and guidance.

We ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP, external listener or local young person's advice service. We encourage pupils to talk to their parents or carers and give them support to do so.

If a teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents or child support agency where appropriate. In any circumstances where child safeguarding issues arise we will always follow the school's child safeguarding procedures (see Safeguarding Children Policy).

Dealing with Sensitive Information and Answering Difficult Questions

Teachers will answer pupil questions appropriately and use their professional judgement, in line with this policy. Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. With this in mind, ground rules will have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in the whole class setting and what will be dealt with on an individual basis. There is no expectation that any teacher delivering PSHE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Inclusion

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

We aim to ensure all pupils receive appropriate PSHE and to match the provision to the particular needs of our pupils, taking specialist advice where necessary.

Originally founded as a Church of England school we have evolved into a multi-cultural and multi-faith community. Taking these changes into account we aim to develop an awareness of, and interest in, the spiritual dimension of the individual, based upon accepted Christian values, whilst respecting and including individuals of other faiths. It is our intention that all Rossallians will leave School equipped with a set of moral values that will inform their decisions throughout the remainder of their lives.

Monitoring and Evaluation

The PSHE Policy will be reviewed as part of the School's review cycle and in the light of national and local changes and in line with statutory guidelines.

Consultation and associated feedback with staff, pupils and parents will inform the future development of this policy.

Support and Training

The Council acknowledges that the effective teaching of PSHE requires additional skills and expertise. All tutors who have specific responsibility for helping to deliver the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. As PSHE issues may be raised in many different contexts across the school e.g. Tutorial time, informal discussion, all staff should have the opportunity to attend awareness-raising sessions and to discuss whole-school issues e.g. through the inset programme.

Where more advanced or sophisticated experience is required to deliver certain aspects of the PSHE programme, the designated PSHE team will lead such sessions.

Council will also be offered an annual opportunity to be updated on any changes and developments.

Appendix 1

Overarching concepts developed through the PSHE Programme of Study

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
9. Career (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
 - Active listening and communication (including assertiveness skills)
 - Team working
 - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
 - Leadership skills
 - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

Appendix 2

PSHE Whole Senior School Scheme of work overview

What follows is a term by term, year by year, Key Stage by Key Stage, PSHE and Wellbeing Framework. Rossall School's PSHE education Programme Builder, is designed to accompany the 2020 edition of the Programme of Study for PSHE education. The table below is colour coordinated into three sections, green represents 'Health and Wellbeing', blue represents 'Living in the Wider World' and red represents 'Healthy Relationships'.

Rossall School Programme Builder is designed in such a way that all year groups are working on the same core theme at the same time in the Junior and Senior schools respectively. The content ensures opportunities to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of the school.

Year group	Michaelmas 1 Health and Wellbeing			Lent 1 Living in the wider world			Summer 1 Relationships		
	Michaelmas 2 Health and Wellbeing			Lent 2 Living in the wider world			Summer 2 Relationships		
	<i>Physical Health and Mental Wellbeing</i>	<i>Growing and Changing</i>	<i>Keeping Safe</i>	<i>Belonging to a Community</i>	<i>Media Literacy and Digital Resilience</i>	<i>Money and Work</i>	<i>Families and Friendships</i>	<i>Safe Relationships</i>	<i>Respecting Ourselves and Others</i>
Rec	Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others. Begin to regulate their own behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. 			Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence and resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. 			Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 		
1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful
2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Belonging to a group; roles and Responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful	Recognising things in common and differences; playing and working co-operatively; sharing

	feelings and asking for help							behaviour	opinions
3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively
5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues

Year group	Michaelmas 1 Health and Wellbeing	Michaelmas 2 Relationships	Lent 1 Living in the wider world	Lent 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
7	Beginning of term admin, school routine, who to turn to. SMART goals- target setting. Transition and safety Transition to secondary school and personal safety in and outside school, including first aid.	Diversity Diversity, prejudice, and bullying.	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations. (UniFrog)	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.
8	Beginning of term admin, school routine,	Discrimination	Community and careers	Drugs and alcohol	Identity and relationships	Digital literacy

	<p>who to turn to. SMART goals- target setting.</p> <p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies.</p>	<p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.</p>	<p>Equality of opportunity in careers and life choices, and different types and patterns of work.</p> <p>(UniFrog)</p>	<p>Alcohol and drug misuse and pressures relating to drug use.</p>	<p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.</p>	<p>Online safety, digital literacy, media reliability, and gambling hooks.</p>
9	<p>Beginning of term admin, school routine, who to turn to. SMART goals- target setting.</p> <p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.</p>	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes.</p>	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process.</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid.</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.</p>	<p>Employability skills</p> <p>Employability and online presence.</p>
10	<p>Beginning of term admin, school routine, who to turn to. SMART goals- target setting.</p> <p>Mental health and transition to KS4</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.</p>	<p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media.</p>	<p>Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism.</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work.</p>
11	<p>Beginning of term admin, school routine, who to turn to. SMART goals- target setting.</p> <p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities.</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression.</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts, risk taking behaviour.</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>GCSE exam period</p>
12	<p>Beginning of term admin, school routine, who to turn to. SMART goals- target setting.</p> <p>Mental health and emotional wellbeing</p> <p>Mental health and emotional wellbeing-</p>	<p>Forming and maintaining respectful relationships (Relationship values and safety)</p> <p>Consent, assertive communication, positive</p>	<p>Readiness for work</p> <p>Career opportunities, CV, making the most of 6th form and preparing for the world of work</p>	<p>Healthy lifestyle</p> <p>Independence and keeping safe, travel, first aid, The impact of substance use and risks, consequences and distractions.</p>	<p>Sexual Health, Diversity and inclusion</p> <p>Sexual health-contraception and STI's.</p> <p>Living in a diverse society,</p>	<p>Revision time and extended essay time.</p>

	<p>maintaining, managing stress, body image and healthy coping strategies.</p> <p>Developing study habits and preparing for exams.</p>	<p>relationships and recognising abuse.</p> <p>Strategies for managing dangerous situations or relationships.</p>			<p>challenging prejudice and discrimination.</p>	
13	<p>Beginning of term admin, school routine, who to turn to. SMART goals-target setting.</p> <p>Independence, Self-management and resilience</p> <p>Overcoming academic stress- effective coping strategies.</p> <p>Responsible health choices, managing change, Health and wellbeing, into adulthood</p>	<p>Consent and safety</p> <p>Issues of consent- the law.</p> <p>Moral and legal responsibilities.</p> <p>Contraception and parenthood</p>	<p>Financial choices</p> <p>Managing money, financial contracts, budgeting, saving, debt and Influences on financial choices</p>	<p>Building and maintaining relationships</p> <p>New friendships and relationships, including in the workplace, personal safety, intimacy, conflict resolution and relationship changes</p>	<p>IB and A level exam period.</p>	<p>A level exam period</p>