



# Myddelton College

## PSHE Policy

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## Rationale and Purpose

Schools have an obligation to offer a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*. (Education Act 2002 and the Academies Act 2010)

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

The core purpose of PSHE at Myddelton College is to support the personal development and high achievement of young people in the school to enable them to participate in society as fulfilled, well-rounded individuals.

Our vision is to enable the development of:

- ✓ Successful learners
- ✓ Confident individuals
- ✓ Responsible citizens

Our PSHE policy carefully mirrors our 'three pillars' at Myddelton College; Resilience, Scholarship, and Fellowship. Through exploring a wide range of themes, we aim to help shape individuals who know how to manage inevitable failure and bounce back; who work hard; and most of all who are good people.

As an international school, we believe that is both a real opportunity and an important responsibility to celebrate cultural, religious, ethnic, and spiritual diversity. PSHE sets learning within 'real life contexts' that affect young people, their families and the adults they work with. Learning is set within a 'healthy', 'citizenship rich' school modelling the behaviours and values that enrich and reinforce those taught through the programme.

PSHE is about what it is to be a person. Fundamentally, it is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and contributing members of society.

## **PSHE aims**

In Personal Social and Health Education (PSHE) at Myddelton College we aim to develop students':

- confidence, responsibility and ability to work individually and together;
- understanding of positive relationships, which includes respecting the differences between people;
- understanding of what a healthy, safe lifestyle involves; and
- Skills in order to find a career for the future and the qualities needed to achieve this.

PSHE is taught both as a separate subject and implicitly across all subject areas within school in order to support students as they mature and help them prepare for their future. Our core focus in all PSHE lessons is preparing our students to take their place in the world now and in the future; helping them to thrive in the twenty-first century.

We pride ourselves in respecting the views of others and valuing the diversity of our school. We teach that although certain ways of life might not be our choice, we respect the positive choices others may make.

## **Programme overview**

Our PSHE curriculum promotes the three core themes:

- Health and well being
- Relationships
- Living in the wider world

### **Year 5 and 6**

At KS2, PSHE is delivered implicitly in all areas of the curriculum, as well as during assemblies, tutor time and mindfulness. The curriculum delivered at KS2 presents plenty of opportunities for consideration of some of the key themes for PSHE. For example, in History we consider how we can develop a positive attitude on issues of poverty and fairness when studying the Victorians.

### **Year 7**

Pupils engage with aspects of citizenship with a desert island project task. They consider decision making, communities, laws and systems of governments. For the SRE aspect, in year 7 pupils consider puberty, hygiene, emotional changes and changes and choices. Pupils also consider the importance of healthy eating and a balanced diet; and the impact this has on both physical and mental health.

### **Year 8**

In Year 8, we cover a range of topics including friendships and bullying, e-safety and the role of the media; and healthy relationships. They are able to develop and use knowledge and understanding to make informed choices about safety, health and well-being.

### **Year 9**

Year 9 focuses on self-image and body confidence, considering the role of the media and stereotyping. When considering options choices, students also explore career paths, personal strengths and weaknesses as well as key study skills. Finally, students engage with the SRE content including teenage relationships, sexting, consent, STIs and contraception and healthy relationships.

### **Year 10**

Year 10 students begin with a project designed to promote a charity and to develop their enterprise skills. Students plan a potential charities project and develop skills such as team work, communication, and organisation. Students also consider aspects of personal safety with a particular focus on the use of alcohol, smoking and drugs. Finally, students explore sex and relationships, with a particular focus on the law, pornography and pregnancy.

### **Year 11**

In year 11 students are taught basic coping strategies for dealing with pressure and exam stress. They also consider topics such as success and failure, mental health and well-being as well as careers and the interview process.

### **Years 12 and 13**

Sixth form students' PSHE focus is on Mindfulness, which is delivered fortnightly in 55 minute sessions. In addition, they consider options such as career paths, stress management and current affairs through the House/Tutor programme.

### **School Community Police Officer involvement**

As well as their scheduled fortnightly lessons, we also work closely with our local School Community Police Officer (Llinos Owain); who comes into school to deliver a number of sessions to students in KS2 – KS4.

## **Mindfulness**

Mindfulness has been introduced to students. There are 4 members of staff who have undertaken the Mindfulness Based Stress Reduction course (MBSR). In addition, Katie-Gresley Jones has completed the PAWS.B course to deliver mindfulness to our KS2 students..

### **Aims of mindfulness:**

- To equip students to respond skillfully to life's challenges
- To promote positive emotional well-being
- To improve motivation and concentration in all aspects of young peoples' lives
- To help students lead a happier, calmer, more fulfilled life

## **Delivery of the PSHE curriculum**

Myddelton College has designated a PSHE co-ordinator, Ms Joanne Orchard, who has overall responsibility for monitoring student performance and the quality of learning and teaching in this area. The coordinator will ensure that all Teachers and teaching Assistants are given current information on any changes to the curriculum and will be the catalyst for whole College awareness raising campaigns.

Myddelton College recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the students are implemented.

The College will hold discussions with those parents/guardians who feel that the subject matter is inappropriate for their child and will explore other alternatives that enable age appropriate learning and teaching to take place.

We will follow the statutory requirements for Relationships and Sexuality Education, drug education and careers education and guidance. It is intended that the PSHE lessons will complement this learning, helping to reinforce the notion of making positive choices.

We will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHE programmes.

The PSHE curriculum is carefully mapped to ensure that the key topics and themes are covered.

The content is covered in a variety of ways:

- ✓ Dedicated 50 minute lessons in Years 7 to 10
- ✓ Exploration of key themes and values across all subject areas (e.g. Geography and crime, History and rights)
- ✓ Assemblies
- ✓ Current affairs discussions and weekly quiz in tutor groups
- ✓ Curriculum Enhancement activities such as e-safety day and Fair Trade fortnight.

Students are taught using a variety of teaching methods including:

- ✓ Individual work and reflection
- ✓ Group/class discussion
- ✓ Written presentations/research
- ✓ Video-based materials
- ✓ Collaborative work
- ✓ Circle time activities

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- ✓ The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- ✓ A 'safe' environment, where students feel confident sharing views, experienced and concerns. This will be achieved through clear ground-rules
- ✓ Opportunities for reflection
- ✓ Challenge within a safe environment
- ✓ Respect for each genuinely made contribution
- ✓ Negotiation
- ✓ Accommodating new information and skills
- ✓ Building on current experience and use first-hand learning to achieve positive ends

PSHE is evaluated through

- ✓ Feedback from students in lessons and at other times
- ✓ Feedback from staff and parents/carers
- ✓ Observation of PSHE lessons and other activities.
- ✓ Feedback from Heads of House and other pastoral leaders
- ✓ Peer and self- evaluation opportunities

## Years 7-10 PSHE Programme of study



### Year 7

Autumn Term	
Desert Island Living project	1. Introduction to PSHE
	2. Welcome to the island
	3. Government (2 lessons)
	4. Wants and needs
	5. Law and order/justice
	6. Community dilemmas
	7. Saved! / My community
Spring Term	
Growing up	1. SRE ground rules
	2. Introduction to puberty
	3. Hygiene agony app
	4. Puberty and hygiene
	5. Emotional changes
	6. Changes and choices (book 3 page 2 - 3)
Summer Term	
Healthy eating	1. Balance diet
	2. Come dine with me!
	3. Junk food
	4. Eating disorders
	5. Healthy lifestyle
	6. Feeding the world - is it fair? (book 2 pg 52)

### Year 8:

Autumn Term	
Friendships and bullying	1. You and your friends
	2. Anti-bullying introduction
	3. Types of bullying
	4. Cyber bullying
	5. Effects of bullying
	6. Anti-bullying role plays
	7. Bullying Assignment
Spring Term	
The media	1. Can we trust the media?
	2. Social media
	3. What is the role of the media?
	4. Our World - a tale of two Swedens (BBC doc) <a href="https://www.bbc.co.uk/iplayer/episode/b0bk4z31/our-world-a-tale-of-two-swedens">https://www.bbc.co.uk/iplayer/episode/b0bk4z31/our-world-a-tale-of-two-swedens</a>
	5. The media and body image
	6. Anti-social media?
Summer Term	
Relationships	How ethical is the media?
	1. What are my values?
	2. My friends and I
	3. Friendships and disputes
	4. What does a healthy relationship look like?
	5. What happens when relationships break down?
6. How good a friend are you?	

Year 9:

Autumn Term		
Self-image	<ol style="list-style-type: none"> <li>1. How do I see myself?</li> <li>2. Self - image</li> <li>3. Self-image</li> <li>4. Body talking</li> <li>5. Stereotypes</li> <li>6. Paradise Island</li> <li>7. Discrimination project</li> </ol>	
My future	<ol style="list-style-type: none"> <li>1. My dream life</li> <li>2. My strengths and weaknesses</li> </ol>	See BT resources pack for teaching ideas on careers. Students should be researching career paths, necessary qualifications/training etc
Study skills	<ol style="list-style-type: none"> <li>3. Career paths and plans</li> <li>4. How to study</li> <li>5. Organisation and work-life balance</li> <li>6. Revision and reviewing</li> </ol>	
SRE – the 3 Cs – Consent, conception and contraception	<ol style="list-style-type: none"> <li>1. Teenage relationships</li> <li>2. Abusive relationships</li> <li>3. Sexting</li> <li>4. Consent</li> <li>5. Contraception</li> <li>6. STIs</li> </ol>	

Year 10:

Autumn Term		
Enterprise project (Macmillan)	<ol style="list-style-type: none"> <li>1. Business and charities</li> <li>2. Overview of cancer – marketplace</li> <li>3. Macmillan advice</li> <li>4. Supporting each other</li> <li>5. Enterprise project</li> </ol>	
Staying safe, staying healthy	<ol style="list-style-type: none"> <li>1. Reflection of enterprise project</li> <li>2. Personal safety</li> <li>3. Alcohol</li> <li>4. Smoking</li> <li>5. Substance use</li> <li>6. Substance abuse</li> </ol>	
SRE	<ol style="list-style-type: none"> <li>1. Ready for sex?</li> <li>2. Sex and the law (See teacher's pack as below)</li> <li>3. Teenage pregnancies (See teacher's pack for many ideas!)</li> <li>4. What are the dangers of pornography?</li> <li>5. Dealing with break ups and rejection</li> <li>6. Abortion and adoption</li> </ol>	



Year 11:

Autumn Term	
A balanced lifestyle	<ol style="list-style-type: none"><li>1. Reflection on last year and plan for this year!</li><li>2. How do I learn best?</li><li>3. Revision</li><li>4. Exam pressure and stress</li><li>5. Organisation</li><li>6. Emotional and mental health</li></ol>
Mental health	<ol style="list-style-type: none"><li>1. Stress</li><li>2. Failure</li><li>3. Failure</li><li>4. Coping with change</li><li>5. Depression</li><li>6. A guide to keeping yourself healthy and happy</li></ol>
Careers	<ol style="list-style-type: none"><li>1. 1. What do I want to do?</li><li>2. Looking for jobs</li><li>3. The application process</li><li>4. Interview techniques</li><li>5. CVs</li><li>6. Unemployment</li></ol>

(Book 5 unit 5 has some useful resources for this topic!)

