



## **Personal, Social and Health Education (PSHE) incorporating Citizenship and British Values**

### **Scope and Aims**

This policy applies to all pupils at Bishop's Stortford College including those in the Early Years Foundation Stage and Key Stage 1.

This policy covers the College's approach to PSHE, Citizenship, and British Values. It was produced following advice from the PSHE Association. It should be read alongside the Relationships and Sex Education Policy. Pupils were consulted to identify those areas that pupils felt were important at this stage in their development.

The range of topics covered is broad and appropriate to the age of the pupils. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, and develop independence and responsibility. The policy's effectiveness is regularly reviewed, and provision updated according to needs identified. It supports and informs the College's overall aims and objectives, its ethos and commitment to a broad and balanced education which builds confidence for life. PSHE education contributes significantly to pupils' Spiritual, Moral, Social and Cultural Education. We want our children to make informed choices about dealing with risks and meeting new challenges now and in the future; and discover their values by which they want to live their lives. We teach topics to promote self-discovery and knowledge, self-esteem, and healthy lifestyles. The programme helps pupils to develop healthy relationships and learn respect for difference. In summary, we aim to provide a foundation for the personal development of young people in preparing them for adult life, enabling them to distinguish right from wrong, and have knowledge of the civil and criminal laws of England so that they can make a positive contribution to society.

We aim to create a safe and supportive learning environment by incorporating a range of methodologies to teach PSHE. This can take the form of stories, circle time, lessons, debating, pupil voice, charitable activities, assemblies, discussions, visiting speakers and through our expectations of pupils during their daily routines. Some issues are covered through curriculum subjects such as

Science, Drama, Religious Studies, and ICT. This policy is informed by our Safeguarding Policy which recognises that some pupils may be vulnerable or at risk, with procedures in place to prioritise safety, welfare, and mental health. Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers, school nurses and external contributors cannot offer complete confidentiality. However, any information shared will be passed to relevant staff strictly on a 'need to know' basis, if a pupil makes a disclosure which gives rise to concern that they could be at risk of harm. Ground rules and protocols will be outlined at the start of sessions.

We promote the needs and interests of all pupils irrespective of gender, religious background, culture, ability or personal circumstance by following our Equality policy and the protected characteristics within the Equality Act 2010. The content pays due regard to pupils' ability, age, readiness, ethnic and cultural backgrounds and is adjusted where necessary to ensure that all pupils can access the learning, e.g. for pupils with Special Educational Needs or Disabilities. We use PSHE as a way to address diversity issues and ensure equality by ensuring equality of access to our programme, regardless of ability, maturity, and personal circumstances such as faith, culture, sexual orientation, and gender identity.

This policy is reviewed annually and sent to parents/guardians as part of a consultation to allow them the opportunity to make suggestions, ask questions or seek further information. This policy is approved by the Governing Council. More information about the introduction of compulsory relationships, sex and health education can also be found from the Department of Education via this link:

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf) . Parents have the right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. Further information is available in the Relationships and Sex Education Policy.

### **Links to other policies**

- Learning in PSHE/SRE will link to the following policies:
- Safeguarding Policy
- Anti-Bullying Policy
- Relationships and Sex Education
- E-Safety and Acceptable Use Policies
- Alcohol and Drug policy
- Equality Policy

### **Key Principles**

The programme of study throughout the College is underpinned by the following six principles:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution

- Achieving economic wellbeing; and
- Actively promoting Fundamental British Values.

We will determine pupils' prior knowledge when beginning a topic to determine their starting point where possible so that staff can make effective judgements about pupils' development and progression in learning. We will ensure that sessions, including those on risky behaviours, remain positive and balanced in tone. We will help pupils to make connections between the learning they receive in PSHE/RSE and 'real life' experiences and other curriculum areas, by including opportunities to critically reflect. We remain sensitive to a range of views but ensure that pupils have access to the learning they need to stay safe and healthy and protect their human rights. These principles address the National Minimum Standards for Boarding requirements.

### **Fundamental British Values (FBV) and Citizenship**

Our programme actively promotes Fundamental British Values – Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of those with different faiths and beliefs. FBV and Citizenship are also covered through Assemblies. Staff are trained through the 'Prevent' programme to challenge opinions or behaviours in the College that are contrary to FBV.

### **Assessment**

Understanding, knowledge, and skills are assessed through a range of methods such as observation, discussion, questioning, and feedback. Feedback from pupils help to inform future planning. Informal interviews with a cross-section of pupils may take place from time to time to monitor, evaluate, and review provision. Pupils will be allowed to raise anonymous questions. A written report to parents and carers will be provided annually with a summary of topics covered and a progress update. If a safeguarding issue is raised by an anonymous question, it will be referred to the Designated Safeguarding Lead.

### **Programmes of Study – Pre-Prep**

PSHE is an integral part of every aspect of Pre-Prep life- in all subjects in the classroom, in the playground, as we have lunch, move around the campus and during PE lessons. Young children are curious and ask questions; Pre-Prep staff discuss questions, invite pupils' perceptions, and positively reinforce the Pre-Prep ethos. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children's learning in this vital curriculum area.

### **Early Years Foundation Stage and Key Stage 1 Programmes of Study**

Children develop quickly in response to relationships and experiences, and their development in this area underpins their overall development. In Reception therefore we focus on 'Personal, Social and Emotional Development' (PSED), one of the Prime Areas of Learning. The Jigsaw programme is delivered through timetabled sessions and throughout the day by class teachers and teaching assistants incorporating stories, role play, group work, playing together, assemblies, and within curriculum subjects. It may also include contributions from parents and visiting speakers such as the school nurses delivering Flat Stan First Aid. Circle or sharing time is an appropriate time to explore feelings, issues

and ideas. Lunchtimes and snack times enable teachers to promote healthy eating, manners and behaviour.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

In Years 1 and 2, the Jigsaw Programme is delivered through explicit lessons each week by the class teacher and teaching assistant, and are enhanced through circle or sharing time and lunch times or snack times. However, staff in the Pre-Prep deal with any issues as they arise, rather than waiting for specific lessons. Staff act as good role models and promote understanding, tolerance, self-esteem, safety, a healthy lifestyle, and emotional wellbeing. Contributions are also made from parents and visiting speakers such as the community police.

The children learn from Reception throughout Pre-Prep about 'learning muscles.' The nine learning muscles help embed habits that will support wellbeing and life skills now, and as they develop through the school. These are:

- Cooperation – collaboration (ants)
- Kindness and gentleness – compassion (seahorse)
- Keep improving – resilience (baby birds)
- Growing our brains – challenge (elephant)
- Being imaginative – creativity (unicorn)
- Being curious – curiosity (meerkat)
- Concentrating – focus (kestrel)
- Having a go – independence (salmon)
- Not giving up – persistence (tortoise)

PSHE Jigsaw Programme Scheme of Work covers:

<b>Being Me in My World</b> Includes understanding my place in the class, school and global community as well as devising Learning Charters.	<b>Celebrating Difference</b> Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	<b>Dreams and Goals</b> Includes goal-setting, aspirations for yourself and the world and working together.	<b>Healthy Me</b> Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	<b>Relationships</b> Includes understanding friendship, family and other relationships, conflict resolution and communication skills.	<b>Changing Me</b> This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

## Relationships Education

The Relationships unit in the Jigsaw Programme covers most of the statutory Relationships Education, however, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## Health Education

The Healthy Me unit in the Jigsaw Programme covers most of the statutory Health Education, however, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured in every lesson through the Calm me time, social skills are grown in every lesson and respect is enhanced through the use of our class and school rules and learning muscles.

## Prep School

In Shell (Years 3 and 4) and the Prep School, the programme is delivered through Form Tutors. Visiting Speakers and experts are also invited in from time to time. The Head of PSHE provides guidance for Form Tutors and assists where necessary. Senior Staff monitor lessons informally. PSHE takes place as part of the timetable – one lesson per week. Regular discussion with teaching staff takes place, to ensure that they understand the topics to be delivered and have the necessary resources. Pupils contribute to whole class ‘floor books’ which collate their individual and collective thoughts following class and group discussions. This creates a record of topics that have been covered for pupils to look back at and reflect upon.

## Curriculum Outline

The Prep School will be following the ‘Jigsaw’ Scheme of Work. This covers all the statutory requirements and enhances emotional and social literacy. The age-appropriate units of work covered by all year groups are as follows:

### **1. Being Me in My World**

Includes understanding my place in the class, school and global community as well as devising Learning Charters.

### **2. Celebrating Difference**

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

### **3. Dreams and Goals**

Includes goal setting, aspirations for yourself and the world and working together

### **4. Healthy Me**

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

## **5. Relationships**

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

## **6. Changing Me**

This includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

### **Senior School**

All pupils are reminded that if they need help or support with any of the information covered, they should not hesitate to contact the relevant pastoral staff who are also able to signpost to other sources of help and advice that may help them with sensitive issues. Useful information and signposting to other organisations is also available in Houses and on Firefly.

In the Lower School, pupils have one lesson per week of PSHE/RSE which we call 'Empower'. They are provided with One Notes in which to keep notes, assessments and useful information. Some sessions are delivered by the Senior School PSHE team whilst others are delivered by specialist external speakers.

Empower sessions are also used to deliver important work with our Higher Education and Careers Teams. Careers guidance is up-to-date, presented in an impartial manner and it enables pupils to make informed choices about a broad range of career options so that they are encouraged to fulfil their potential. The HE/Careers Department is always available to further support and advise pupils. In the Sixth Form, pupils follow the 'Pathways' programme which builds upon learning in the lower school and prepares pupils for independent life beyond the College. The programme overview for 2023-24 is:

	U5th	L5th	4 <sup>th</sup>
Relationships	<b>Why is it important to have a healthy self-concept?</b> Building for the future – judgement, stereotyping, healthy self-concept, equality	<b>Healthy relationships-</b> Consent and coercion and exploitation, how to report and get support	<b>Respectful Relationships</b> Friendships
	<b>What is a Respectful Relationship?</b> – Types of relationships	<b>Healthy relationships</b> – Value and the role of pleasure in relationships	<b>Respectful Relationships</b> What is bullying (including Cyber)
	<b>How can you have a Respectful Relationship Break up?</b>	<b>Healthy relationships-</b> online Media impact, pornography, and sexual attitudes	<b>Respectful Relationships</b> Conflict resolutions
	<b>Why is it essential we know about consent and sexual abuse?</b> – Communication in Relationships	<b>Healthy relationships-</b> Sexual orientations including Asexuality, celibacy, abstinence	<b>Respectful Relationships</b> Equality act and Hate crimes.
	<b>What are Pregnancy Choices?</b> Pregnancy, birth, miscarriage, fertility, abortion	<b>Healthy relationships-</b> importance of parenting skills and services that offer support	<b>Respectful Relationships</b> Power in relationships, Child-on-child abuse, peer pressure
	<b>Consent and Everyone's Invited</b> (including misogyny and misandry)	<b>Preventing Gender Based Violence</b>	<b>Respectful Relationships</b> Anti Bullying Pledge and Assessment
	Half term	Half term	Half term

U5th Living in the Wider World   4th and L5th Relationships	<b>Next steps</b> –Degree Apprenticeships, post-16, and career pathways	Disability education and stigma in the media	<b>LGBTQ+ and Gender Stereotypes</b>
	<i>Interview Skills</i>	Exploring influence – Keeping Your Body Safe & Sexual Health	<b>Intimate Relationships</b> – Digital Relationships (sexting, porn)
	<i>Dream jobs and skill set</i>	Addiction and Relationships	Grooming and CSE
	<i>Why is Health and Safety at work so important?</i>	<b>Families</b> – Grief, loss, and change	Harassment and Stalking
	<i>Decisions for my future (Ucas hub, Morrisby reflections)</i>	Relationships with ourselves - Wellbeing aspects of AI in the future	<b>Families</b> – Marriage and Parenting
	<i>What to do when things go wrong</i>	Relationships - artifact	<b>FGM and Forced Marriage</b>
	<i>Seeing the big picture (LMI)</i>	Relationships – artifact presentation	Body Image and eating disorders
	Christmas holidays	Christmas holidays	Christmas holidays

—	U5th	L5th	4th
U5th Health and Wellbeing   4 <sup>th</sup> and L5th Living in the wider world	<b>Independence</b> – Lifestyle, and sexual health	<i>1. Maximise employability, including managing online presence and taking opportunities to broaden experience</i>	<i>1. My personal strengths</i>
	<b>Independence</b> - Science related to blood, organ, and stem cell donation.	<i>2. Me, my goals, and my health</i>	<i>2. The power of planning</i>
	<b>Independence</b> - cancer prevention, screening, and self-examination	<i>3. Strengths and interests in relation to career development</i>	<i>3. My dreams for my life</i>
	<b>Managing Anxiety and Overwhelm</b>	<i>4. A Healthy Work life Balance</i>	<i>4. Options and choosing your GCSE's</i>
	<b>Building for the future</b> – Stress management and resilience, sleep.	<i>5. Create opportunities (work experience, interview skills)</i>	<i>5. Diversity and community in the workplace</i>
	Gambling and Online Gaming	<i>6. Assessment</i>	<i>6. Assessment</i>

Living in the Wider World	British Values – What is Multiculturalism?	<b>Addressing Extremism and radicalisation</b> –recognise and respond to extremism and radicalisation.	<b>Fake News</b>
	Festival Safety	<b>Exploring influence</b> – Impact of Drugs and Alcohol on wider communities, family, and personal safety and the law	<b>County Lines</b>
	How can we protect animal rights and aid sustainability?	<b>Exploring influence</b> – peer pressure, exploitation, and knife crime	<b>Cyber Crime – Causes and Effects</b>
	How can I stay financially savvy and avoid debt?	<b>Exploring influence</b> –Positive and Negative Role Models and their influence (BLM Role models to be included)	<b>Digital Footprints</b>
	Easter holidays	Easter holidays	Easter holidays



	U5th	L5th	4th
Health and Wellbeing	What is Overt and Covert Racism?	<b>Study skills</b> – resilience and managing stress	<b>Periods, Pains, and Problems</b> including menopause.
	Consequences of Alcohol Abuse	What is binge drinking, what are the risks and why do people still do it?	Alcohol and Cannabis
	Drugs and the Law	How can we manage social anxiety?	Illegal Drugs and harmful substances
	Risk taking	Social Media and Self Esteem – the dangers of excessive screen time	<b>Vaping</b>
	Study Leave	Suicide Prevention	<b>Mental Health</b> - causes and triggers for unhealthy coping strategies, including stress, anxiety, and depression, how to help others, benefits of physical fitness, sleep,
	Study leave	<b>Exams</b>	<b>Healthy Lifestyle</b> - diet, exercise, healthy choices, tooth decay

Health and Wellbeing	Study Leave	<b>The Windrush Generation</b>	<b>Exams</b>
	Study Leave	Microaggressions and Racism Cognitive bias & Logical Fallacies	<b>Misinformation</b>
	Study Leave	What is body positivity?	<b>Curated Lives</b>
	Study Leave	Assessment	Assessment
	Activities Week	Work Experience	First Aid – med centre  THE S FACTOR' Relationships and Consent – Tip of the Iceberg

## Pathways Programme (Sixth Form)

Health and Wellbeing

Living in the Wider World

Healthy Relationships

	L6th	U6th
<u>Autumn</u>	<p>Risks and Consequences</p> <p>Yes we Can drug awareness (biennial)</p> <p>Mental Health and Resilience</p> <p>Before the fun stops, stop (Gambling)</p> <p>Anti-racism workshop</p> <p>Choice Fertility and Families</p> <p>Personal Finance Skills</p> <p>Team Building</p> <p>War Photographer</p> <p>Graduate Employment Market Trends</p> <p>Business Breakfast meeting</p>	<p>Life at University</p> <p>The Law and You</p> <p>Yes we Can drug awareness (biennial)</p> <p>Personal Safety</p> <p>Mental Health and Resilience</p> <p>Anti-racism workshop</p> <p>Future Relationships</p> <p>Interview Skills</p> <p>Personal Branding</p>
<u>Spring</u>	<p>The Law and You</p> <p>Post-18 Options</p> <p>C-Me Colour Profiling and Communication Skills</p> <p>Making a strong application (University/Apprenticeship/Work)</p> <p>Leadership Course</p> <p>Business Breakfast Meeting</p>	<p>The Law and You</p> <p>First Aid and how to access medical help at University</p> <p>Cooking at University</p> <p>Student Mental Health</p> <p>How to shine at work</p> <p>Student Finance</p>
<u>Summer</u>	<p>Presentation Skills</p> <p>Drive Safety</p> <p>Preparing for University applications</p>	