



CRANLEIGH
EX CULTU ROBUR

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PERSONAL, SOCIAL, AND HEALTH EDUCATION (PSHE)

INTRODUCTION

- PSHE brings together personal, social and health education, academic-related learning and life lessons that help pupils transition from school life to tertiary education or the working world.
- Personal well-being helps young people embrace change, feel positive about both their strengths and weakness and encourages them to discover how they can contribute to their surrounding community. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and the wider world. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-awareness and make the most of their abilities.
- Education for social well-being aims to equip pupils with the knowledge, skills and attributes to make the most of relationships that they maintain in school and beyond. Through their learning and experiences inside and outside school, pupils begin to understand the nature of effective communication, the effects of poor decision-making on themselves and others and the science behind and benefits of healthy relationships.
- Health education enables pupils to enjoy healthy, safe, responsible and fulfilled lives, as they learn what can constitute a risk to their health and what positively can enhance their well-being.

AIMS

- PSHE is preparation for life, allowing pupils to become emotionally adept and competent in today's society. To achieve this it aims to develop and encourage:
 - self-awareness and a confidence to try new things
 - a healthy lifestyle
 - skills leading to effective, safe and satisfying relationships
 - respect for the differences between people
 - independence and responsibility, including economic well-being and financial responsibility
 - pupils' ability to keep themselves and others safe and to learn to make the most of their abilities.
 - self-esteem with humility
 - tolerance
 - enthusiasm
 - a thirst for knowledge
 - the ability to meet challenges, fail and recover

- empathy

STRUCTURE

Cranleigh's PSHE Programme is organised around six strands to provide cohesion and structure to the programme;

- Personal Development
- Physical health
- Mental & Emotional Health
- Relational Health
- Future Health
- Citizenship

DELIVERY

- The physiological aspects of Health Education, including sex education and the effects of alcohol, nicotine and other drugs, are delivered by the PSHE programme and the Biology Department.
- Some moral/ethical aspects are delivered as part of the Religious Studies GCSE course syllabus which is followed by members of the Fourth Form and Lower Fifth.
- PSHE extends beyond the formal curriculum. Whilst some elements are explicitly "taught", others are "caught", being provided by the pastoral system within the School, and general interaction between staff and pupils both within and outside the classroom. Examples of this include information personal tutors might gain from discussions with their tutees, or observations made by members of staff of certain behaviour around campus.
- The taught element of the PSHE programme takes place in a weekly Tutorial period. A number of PSHE topics are identified for each year group each term and form the basis of discussion in that Tutorial period. The Joint Heads of PSHE use both the guidance from the National Curriculum, and issues identified as relevant to that year group in the school (for example, through discussion with welfare issues observed by Housemasters).
- Each Lower School pupil has a personal tutor who delivers PSHE throughout the academic year; through this system it is hoped that a sufficiently good relationship will be built up to allow for constructive discussions and targeted questioning by the tutors. On certain occasions when deemed appropriate, tutor groups might be combined to allow cross-gender discussions to take place in line with the school's co-educational policy.
- Detailed resources are provided for Tutors on the Cranleigh School PSHE website in the form of pre-prepared lesson packages, videos, articles and notes for guiding discussions. The Joint Heads of PSHE are responsible for ensuring that the website and other resources are kept up to date.
- The PSHE programme is supported by a series of presentations given by outside lecturers, for topics where the Joint Heads of PSHE judge that a professional speaker will most appropriately introduce ideas on a topic. Such lectures are then followed up through the Tutorial system.
- The PSHE programme is further embedded within the school through both the House system, and through communication with parents. Housemasters regularly use morning 'Callover' to discuss the issues that students have been covering in Tutorial periods, to reinforce these messages. Parents from each Lower School year group are invited to a lecture (by either an internal or external speaker) on a particular topic on an annual basis, so that they may feel more able to discuss PSHE themes in the home, and offering them an opportunity to discuss issues with Pastoral staff. Information about these lectures is posted on the parent portal

afterwards so that parents unable to attend the lectures can access the information and so that all parents can use the information as a bridge into a further conversation with their child.

- The Lower Sixth programme links with the Ivy House Award Scheme, which aims to develop self-leadership, and is delivered via tutors.
- The Upper Sixth programme centres around planning for the future, and preparing for the world beyond school.

ASSESSMENT

- Assessment is carried out through a number of methods. Tutors use questioning on an ongoing basis for formative assessment to guide subsequent sessions. Pupil self-assessment is used for certain topics in the form of questionnaires, the results of which inform later sessions.
- Informal assessment of the impact of the programme is made through discussion of issues in the Housemasters & mistresses Committee (HMC). Where an issue arises in a House that might be aided by targeted PSHE, minutes are taken and the Joint Heads of PSHE are consulted on how best to implement education that might address the pastoral issue.

STAFF RESOURCES

- **The role of the Head of PSHE**
The Joint Heads of PSHE are responsible for planning the PSHE programme; co-ordinating the delivery of material through the tutorial system; arranging external speakers as appropriate; managing the PSHE section on Firefly; and assessing, evaluating and editing the PSHE programme on an ongoing basis.
- **The role of the Senior Management Team**
The Joint Heads of PSHE reports to the Deputy Head (Pastoral) who is part of the Senior Management Team (SMT) and HMC.
- **Staff development**
All new members of staff are given training upon induction. Weekly messages are sent to all tutors offering advice on how best to deliver the programme for that week's tutorial. This will highlight any key guidance or resources that will help to improve the tutor's understanding and delivery of the issues being discussed.

LINKS TO OTHER WHOLE SCHOOL POLICIES

- This policy should be read in conjunction with:
 - Alcohol
 - Anti-bullying
 - Careers and higher education
 - Child protection
 - Code of Conduct – staff
 - Confidentiality
 - Anti-cyberbullying
 - Pastoral care
 - Sex education

- Smoking
- Substance misuse
- Tutorial system