



CRANLEIGH
EX CULTU ROBUR

Policy reviewed: July 2023
Next Review Date: July 2024
Policy owned by: APS

PERSONAL, SOCIAL, AND HEALTH EDUCATION AND RELATIONSHIPS

INTRODUCTION

- PSHE brings together Personal, Social and Health education, Relationships and Sexual Relationship Education, academic-related learning and life lessons; all of these help pupils to transition from school life to tertiary education or the working world. It also incorporates teaching pupils how to keep themselves safe, both in person, and online.
- Personal well-being helps young people embrace change, feel positive about 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.
- Relationships and Sexual Relationship Education helps equip pupils to face the challenges ahead of them, as they embark on a journey to become adults. It arms them with the facts they need to help them make good decisions and to feel empowered in their choices. See separate policy.
- Online safety is a key thread of the PSHE curriculum.
- Parents are encouraged to be involved and are invited to attend many PSHE lectures over the course of the year.

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, both in person and online, 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 strands to provide cohesion and structure to the programme;

- Connections Relationships (RSE)
- Head Space, Online Safety and Skills Wider World
- Physical Health

DELIVERY

- Lower School PSHE sessions are 50 minutes long and occur weekly. The content is delivered in a combination of year-group lectures, small group discussion, and either in single-sex or mixed-sex groups. External speakers provide expertise in each strand of the programme.
- Sixth Form PSHE sessions occur on alternate weeks and are 30 minutes long. They are supplemented by evening lectures, from both internal and external speakers.
- Each House nominates 2/3 tutors to deliver the PSHE content. These tutors have a specific interest in PSHE and receive additional training to enable them to deliver these sessions.
- The 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/mistresses).
- The physiological aspects of Health Education, including some of the sex education programme 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.
- Detailed resources are provided for PSHE staff on Firefly.
- The PSHE programme is further embedded within the school through both the House system, and through communication and consultation with parents. Housemaster/mistresses regularly use morning 'Callover' to discuss the issues that students have been covering in PSHE, to reinforce key messages. Parents 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 at 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 Sixth Form programme continues with the same strands but also links with the Ivy House Award Scheme, which aims to develop self-leadership. In addition, much of 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 Heads of PSHE**
The 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 Heads of PSHE reports to the Deputy Head (Pastoral).
- **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:
 - Anti-Bullying
 - Anti-Cyberbullying
 - Child protection (Safeguarding)
 - Code of Conduct – staff
 - Cranleigh Futures
 - ICT Acceptable Use
 - Mental Health
 - Pastoral care
 - Child on Child Abuse
 - Relationship Education and Relationships and Sex Education
 - Sharing of Nudes and Semi-nudes (sexting)
 - Smoking, alcohol and misuse of drugs and substances
 - Tutorial system