



Scarborough College

PSHE POLICY

This is a whole College policy, including EYFS and the boarding community.

Content and Rationale

PSHE refers to Personal, Social, Health and Economic Education. PSHE and Citizenship are recognised as a vital component of school life at Scarborough College. This policy covers Scarborough College's approach to addressing the needs and issues pupils of all ages are facing. It is understood that staff, parents, governors and pupils must work together to help develop pupils' life and citizenship skills as well as their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives within a caring and consistent environment. This policy has been produced by SLT and the PSHE lead teacher along with consultation from Senior prefects and the EDI group.

Policy availability /Involving parents/carers

Parents and carers have access to the policy on the Scarborough College website. PSHE is strongest when there is communication and collaboration between College and home hence we share the policy for review and conduct a questionnaire with a cohort of parents annually. We are committed to working with parents and carers, making all aware of the content of the course as well as any external information and guidance materials from relevant organisations that they can explore with their children.

Policy Aims and Objectives

Scarborough College's overarching aims and objectives for our pupils include a commitment to support the notion that everyone has the right to defence from various prejudices. The PSHE programme upholds and promotes the 'protected characteristics' as detailed in the 2010 Equality Act – **age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity**, having due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

Entitlement & Equality of Opportunity

Teaching will take into account age, ability, readiness and cultural backgrounds of children as well as those with English as a second language to ensure that all can fully access PSHE provision. We will use PSHE education as a way to address diversity issues and ensure equality for all.

Many PSHE and citizenship issues are often addressed spontaneously both in and out of the classroom which is one great asset of our school community. They are taught to be socially aware as well as develop a spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other and so are able to work effectively with others, including to solve problems and achieve common goals Pupils are also taught to distinguish right from wrong as well as respecting both civil and criminal law. They are also taught to respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. They are also encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working locally and in the society more widely as well as understand that the decisions they make are important determinants of their own success and well-being. They know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. They are encouraged to fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society, *as highlighted in the College's Equality, Diversity and Inclusion and SEND policies.*

Creating a safe and Supportive learning Environment

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe and supportive learning environment. At Scarborough College this involves the creation of clear ground rules that are agreed by each class and where pupils indicate that they may be vulnerable or at risk, they will get appropriate support as informed by the College's safeguarding policy. This will ensure clarity about what is required in such circumstances.

In addition, KS1, KS2, KS3, KS4 and KS5 follow a more structured programmed of PSHE and Citizenship within the curriculum to parallel the more informal components that occur naturally.

Intended Outcomes

Within our PSHE teaching, there will always be FACTS to be taught, CONCEPTS to be explained, SKILLS to be passed on and VALUES and ATTITUDES to be encouraged.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance between preparing students to manage their current lives and laying the foundations for managing future experiences. This ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives.

Delivery of PSHE

Active engagement in learning is most effective in teaching PSHE education. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. At Scarborough College, debate and discussion are key elements of PSHE lessons, though they are also provided with a comprehensive, balanced and relevant body of factual information to inform their present and future choices. This is offered through specialist PSHE lessons, tutor discussion opportunities and the input from external speakers and sources.

- We use a range of teaching and learning styles. We place an emphasis on active learning by including pupils in discussions, investigations and problem-solving activities
- We encourage pupils to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves

- We organise lessons in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour
- We offer pupils the opportunity to hear visiting speakers, such as health workers and the police, whom we invite into the school to talk about their role in creating a positive and supportive local community, and who contribute to the delivery of lessons on sex and relationships education
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- Some aspects are taught in the daily life of our school. Examples would be the use of the 'House Points and Rewards System' to reward and acknowledge good work, effort, behaviour and citizenship

The values and ethos of Scarborough College are central to the Personal, Health and Social Education (PSHE) programme. The teaching of PSHE at Scarborough College incorporates the following objectives:

- To engage pupils, families, staff and community members in creating a learning environment based on caring relationships, high expectations for positive behaviours and meaningful involvement
- To provide opportunities for children to learn the essential skills needed to lead healthy and productive lives
- To strengthen pupils' commitments to family, positive peers and community
- To promote a safe and healthy approach to life
- To celebrate diversity, to promote the practice of good citizenship and to encourage respect for individuals of all ages
- To provide a spiritual, ethical and intellectual framework within which fundamental issues are explored and informed choices made
- To encourage a willingness to help others
- To foster excellence in scholarship and academic studies
- To be fundamentally a happy and purposeful school
- To offer an experience rich in variety, challenge and reward
- To provide pupils with a broad general knowledge of public institutions and services in England and to encourage them to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

PSHE at Scarborough College also reflects the five outcomes of the Every Child Matters Agenda. In this, pupils will develop values, attitudes, knowledge, skills and understanding in order to meet the Government's aims for every child, regardless of background or circumstance, which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.

Additionally, the PSHE programme at Scarborough College has the following emphases:

- To support and develop the self-esteem of all pupils
- To encourage care and respect and responsibility towards others
- To impart knowledge, develop skills and explore values regarding the physical, sexual, moral, social and vocational self
- To develop skills for building personal relationships
- To recognise the worth of pupils' own and others' achievements
- To enable pupils to take increasing responsibility for their own learning and behaviour

PSHE at Scarborough College is delivered in discrete lessons and through many other means as listed in the outline scheme of work.

Careers

Across the Key Stages focus is on ensuring all students are prepared for their future life after Scarborough College. Our programme encompasses a variety of activities to cover what a career is, why we work, career options and the application process, future career/life choices and a self-reflection on where students are and how they can get to where they want to be. Careers is promoted through the use of PSHE lessons, off-timetable days, focused Careers weeks and appointments with our careers advisor to receive independent guidance.

At KS3 the focus is on allowing all students to explore who they are and begin considering who they want to be in the future. The learning follows a variety of guidelines creating well-rounded students who are self-aware. At KS4 and 5 the emphasis is on allowing students to prepare for the future, making well-informed decisions on future learning and life choices.

Learning and Teaching

Principles and Methodology

Pupils bring differing levels of knowledge and understanding to any issues explored through PSHE education. All new topics start by determining pupils' prior knowledge through baseline activities that allow for effective judgements about pupils' development and progress in learning. We will ensure sessions remain positive in tone and help pupils to make connections between their learning and real life behaviours. Links will be made to other areas of the curriculum where appropriate.

Planning

During each Key Stage, pupils will develop the key PSHE concepts of Health and Wellbeing, Relationships and Living in the Wider World. Lessons will be sensitive to a range of views and will ensure that pupils have access to the learning that they need to stay safe and healthy and protect and enforce their human rights through clear and impartial information.

Timetabling

PSHE is taught through a series of recurring themes throughout the Key Stages based on the three PSHE key concepts. Timetabled lessons are taught by specialist teachers twice a fortnight for years 7,8 and 10 and on a carousel of 4 lessons per fortnight over two terms in Year 9. A single lesson per fortnight is prioritised for PSHE/ core lessons for y11 and sixth form. Alongside this, current affairs quizzes and peer mentor sessions in tutor periods allow pupils to explore some topics further. Assemblies (both full school and tier based) also address many of the pressing issues of the day.

Arrangements for Teaching the Subject

EYFS

In Foundation 1 and Foundation 2, children develop self-confidence, self-esteem, good behaviour and a sense of community through play, discussion and role-play activities. PSHE is ongoing, and is covered in every area of the curriculum (Early Learning Goals).

KS1

KS1 children have a regular weekly PSHE session. At Scarborough College Prep school, children in KS1 are taught self-awareness, how to manage their feelings, motivation, empathy and social skills through recognising facial expressions in pictures, role-play, games, discussions and circle-time. Children also have the chance to listen to visiting speakers on a range of topics linked to PSHE. They are also able to participate in class assemblies where they act out values under the PSHE banner.

KS2

KS2 children have a timetabled weekly session of PSHE where topics are taught, children are encouraged to have open and frank discussions in the classroom. Research into topics is encouraged and then presented back to peers. Weekly assemblies are held where children are allowed to present PSHE topics to the rest of the school in different and often amusing ways.

KS3 and 4

The proposed topics are incorporated into timetabled lessons as well as allotted visiting speakers and scheduled days to ensure that all aspects of the programme are adequately covered. The timings of these can vary depending on any significant current events at the time.

KS5

Tutors work closely with their tutor groups. The weekly current affairs quiz stimulates discussion on current topics, whilst TOK lessons can also be an instigator for tutor debate. This then gives the opportunity for pupils to present in assemblies as well. Two timetabled Core lessons fortnightly include opportunities to manage workload and study skills, understand money and finance issues, provide careers advice and university application support as well as health, well being and relationship issues. Visiting speakers support these sessions regularly. These sessions are compulsory and ensure that all pupils have the opportunity to gather advice in the process of making life decisions.

As part of the CAS programme, all pupils are encouraged to participate in a wide range of activities, many of them service based that extend leadership skills. Many pupils in the Sixth Form work alongside our Prep pupils supporting lessons in languages, maths, music and sport. They also coordinate whole school events such as dodgeball and lifesaving activities. This extends their strengths and allows them to discover new dimensions to challenge themselves through these transferable skills.

Alongside this, pupils in the Sixth Form receive considerable support with their university application process, job or apprenticeship research. The careers advisor sees each U6 pupil and tutors and Head of Sixth Form advise on options and personal statements. Universities visit the College and pupils also have the opportunity to attend study days at Leeds University.

The Sixth Form Committee is run by the pupils. They take responsibility for organising many of the whole school charity fundraising events such as Pink Day as well as their own frequent social events to ensure all pupils are integrated across both Lower and Upper Sixth.

School Council – This is led by the Senior Prefects and allows pupils to tackle school issues through a democratic process. Representatives on the Council are elected by their peers.

Almost every aspect of life at Scarborough College - be it formal lessons, discussion of a report with a tutor, rehearsing a play, relaxation time in-house or activity on the sports fields - involves the development of a pupil's moral, social and personal sensibilities. The following list, which is by no means complete, indicates areas of PSHE currently addressed outside the formal programme at Scarborough College:

- Assemblies
- The Health Centre
- Peer Support – Mrs Walsh is responsible for training and overseeing the Peer Support programme at Scarborough College, which can be used by any pupil when the need arises. Peer supporters can be recognised by their badges. They are attached to a tutor group throughout their Lower Sixth year
- The Duke of Edinburgh Award Scheme gives pupils the chance to volunteer in a wide variety of situations, try a new skill and physical activity or improve in an existing one, and undertake challenging expeditions. The Bronze Award is offered in Year 9, the Silver Award in Year 10 and the Gold Award in the Sixth Form.
- The Yorkshire Grit programme offers pupils in Years 7, 8 & 9 a range of experiences including first aid, navigation, expedition training, sailing, raft building, paddle-boarding, climbing, kickboxing and surfing, all of which encourage pupils to be self-reliant, confident and adventurous
- Community Service – activities such as visiting elderly people, helping with riding for the disabled, assisting at local primary schools and recycling, help foster in pupils an awareness of the needs of others and of the obligation to help those less fortunate than themselves
- Music, Societies, Games and Drama activities at Scarborough College offer a vast scope for personal development in a myriad of ways. Among these are teamwork, commitment to a common cause, leadership and self-discipline. Pupils learn to deal with both success and failure through these activities
- The prefect system at Scarborough College provides opportunities for the development of leadership skills in the pupils of the Year 13 group. These prefects are chosen as the result of an application process and a trial period as acting prefects in the first half of the summer term. Two training sessions, one in the summer term and one early in the autumn term, assist with the process. Regular prefect meetings give further opportunities for discussion of school related issues
- School Council – This is led by the senior prefects and allows pupils to tackle school issues through a democratic process. Representatives on the council are elected by their Peers
- PSHE at Scarborough College is further enhanced by a programme of visiting speakers on a variety of topics. Parents are welcome to many of these lectures

Some aspects of PSHE are delivered through other subjects, as seen in the outcomes of the PSHE audit.

Assessment

Assessment in PSHE focuses on learning set against the lesson objectives and outcomes based on behavioural outcomes using a combination of teacher assessment and pupil self- and peer assessment. Pupils' progress is measured against their starting point, not the performance of others or a prescribed syllabus.

Progression is assessed through baseline activity comparisons such as brainstorming, mind maps/ graffiti walls, draw and write activities and quizzes. Alongside this, pupils have the opportunity to develop their own class debates, discussion topics and create presentations to both their peers and other year groups. Each pupil in KS 3 & 4 has a half-termly grade card that highlights their attitude to learning as well as an opportunity for comment in their annual written report and at parents' evening.

Teaching Responsibility and Staff Training

PSHE is led and taught by specialist teachers who have access to CPD training opportunities including those provided by the PSHE Association, Society of Heads and Brook.org as well as whole school INSET training. External contributors bring additional levels of expertise to the programme to enrich pupils' learning. Teachers are always present during these sessions and follow up activities support understanding and assessment.

Confidentiality and handling Disclosures

Ground rules are set at the start of each lesson and confidentiality is ensured. Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Pupils and teachers are given clear guidance about what can and cannot be kept confidential. All pupils have access to a school counsellor, the school nurse as well their tutor and Head of Tier and PSHE teachers will support students who wish to follow any of these routes.

Policy Prepared by:

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Person Responsible for Updates	Date Last Reviewed	Next Review Due
Tim Cashell	July 2022	June 2023