



## **PSHEE: Policy Statement and Policy**

The personal and social development of pupils is a major aim of education and is at the heart of everything which takes place in our environment. We know that as the pupils face the world ahead they will need to be well equipped to deal with the stresses of modern life, be able to mix with people from all walks of life, and they will also need a global view of a world where boundaries and differences between people are constantly changing. Universities ask for students who are rounded and with enquiring minds. The workplace needs people with sophisticated interpersonal skills and an understanding of the individuals around them. Above all, our pupils need to be equipped with self-knowledge and resilience to enable them to lead fulfilling and happy lives.

It is now widely recognised that pupils need to be taught the value of inner experiences, methods of reducing stress and connecting with the senses in order to improve their decision making and their ability to create and sustain meaningful relationships. They need to find and develop what they are good at and learn how to care for themselves, both body and mind.

At Knighton House we are shifting the emphasis of our teaching of PSHEE much more towards well-being and 'flourishing' in order to equip our pupils with the skills they need. We need the involvement and commitment of form tutors to implement the new programme. Our programme of PSHEE, Mindfulness and Well-being is called 'Floreat'.

PSHEE at Knighton House provides a planned programme of learning through which our pupils acquire the knowledge, skills and understanding they need to manage their lives. As part of a whole-school approach, PSHEE seeks to develop the qualities, skills and attributes pupils need in order to thrive as individuals, family members or working members of society.

### **Objectives**

- ❖ To nurture in pupils a particular and wise set of values; including the five fundamental British Values.
- ❖ To introduce pupils to mindfulness.
- ❖ To enable pupils to acquire coping strategies in life and learning.
- ❖ To enable pupils to recognise when they need support and how to obtain this.
- ❖ To encourage pupils to develop an informed opinion and attitude towards a range of social and moral issues.
- ❖ To encourage pupils to question stereotypes of race, gender, sex, disability and faith.
- ❖ To make sure that pupils acquire skills relating to discussion and decision-making to help their interaction with each other.
- ❖ To help pupils recognise in others when support is needed and how to obtain this.
- ❖ To help pupils understand and practise the concepts of tolerance, respect, fairness, kindness and empathy.
- ❖ To teach pupils practical facts regarding personal safety, health, growth and development.

### **Time allocation and Staffing**

The pupils from B3 to Alpha have PSHEE lessons as part of their Personal Enrichment Programme. The PSHEE programme is delivered in weekly lessons of 1 hour by the form tutor.

Children in the Orchard have PSHEE topics integrated into their classroom lessons. The children also receive spiritual, social, physical and moral teaching through a variety of other means in their daily life in school.

The PSHEE programme is linked to other whole school approaches: the pastoral support provided by form tutors and the pastoral care team, boarding activities and life in the boarding house, sport programmes including matches and entertaining visiting teams, daily assemblies and the weekly church service, tutor times, School Council, Food Committee, participation of the vicar, the school doctor, the school listener, visiting speakers and so on. All of this provides an environment and a setting for pupils to make responsible choices and to develop their personal and interpersonal skills. They have opportunities to influence and make real decisions about their lives, to have positive relationships with adults and to feel valued. Those who are most vulnerable are supported and every success is celebrated.

Within the classroom, the Knighton House learning environment provides a safe and supportive place where pupils feel valued and develop self-reliance and confidence to ask questions and draw on their own experiences.

## **Teaching PSHEE**

The PSHEE programme is designed as a spiral programme of study, allowing for the revisiting and extending of topics as pupils move up the school, in order to reflect and address their personal and developmental needs.

Teachers will be provided with details of topics to be covered as well as teaching plans and resources, but they will have the freedom to decide the order of topics to be tackled and how long to spend on each. This will allow the time for tutors also to deal with issues which arise day to day within the form group.

A variety of teaching and learning styles is offered with an emphasis on whole class, group and paired discussion as well as periods of mindfulness and quiet reflection.

Teachers are directed towards many useful websites and other support materials in the planning, and there are DVDs and many useful activity sheets available which are stored in the PSHEE cupboard in the Bs block.

Pupils will produce some written work in various forms e.g. producing class displays, designing posters, completing worksheets individually or with others. Pupils use a Floreat journal for PSHEE activities.

We keep up to date with changes in PSHEE education, including statutory changes (such as the compulsory teaching of Health Education and Relationships Education at Primary level and Relationships and Sex Education (RSE) at secondary level from 2020) through membership of the professional body the PSHE Association.

## **Careers: Inspiration and Stimulation**

Careers guidance and specific careers events form an important part of our 'Floreat' Programme, where we look to the different areas of the spiritual, moral, social and cultural development of our pupils at Knighton House. From an early age, we want pupils to have high aspirations as regards their future and we emphasise that there are no limits to their career trajectory.

Specific areas related to careers which we focus on through the school are Rules, Responsibilities and Independence (Years 3 to 5), Personal Development: The World of Work (Year 6) and for Years 7 and 8: Looking Ahead: The World of Work. We also consider job satisfaction, work-life balance and positive mental health at work.

The school has a programme of ongoing talks in place under the title of our new KED curriculum (**'Knowledge, Enlightenment and Discovery'**) for Alpha (Year 8) and AI (Year 7) pupils; these talks support and complement their Floreat programme, provide careers input and further opportunities for KS3 to think about the overall vision for their lives.

Recent KED talks have included:

Staying in academia - taking a PhD

What is an apprenticeship?

Veterinary Science as a Career

A Career in the Military

Running a charity

What Brought Me to the Classroom – A Career in Teaching

### **Activities which support PSHEE**

Assemblies

Tutor time

School Council

Food Committee

House activities

Streetwise Safety Centre

Firewise centre

Life caravan

Fund raising

KED speakers for careers provision

Fantasy Friday activities

PEPs

Dialogue with other departments, particularly Science, RS and English

### **Development opportunities**

To maintain and develop close links with the Orchard

To increase awareness of charity and community projects

To increase the range of speakers

To encourage educational trips such as a visit to the Houses of Parliament

### **Policies**

Many school policies in place support PSHEE, including:

SMSC policy

Child Protection policy

Health and Safety policy

Substance abuse/Drugs policy

Anti-bullying policy

Curriculum Policy

Equal Opportunities

Helen Dominey

To be reviewed: **Currently Under Review – School Merger**