

WHOLE SCHOOL PSHEE POLICY

1 Preparatory Divisions PSHEE

1.1 Introduction

New Hall, a Catholic boarding and day school, provides **the best start in life**, enabling students to meet confidently the challenges of the wider world.

Here **academic excellence** is achieved in surroundings where relationships are based on **care, trust and respect**.

We **welcome** students from many traditions, building a Christian **community** that has at its heart **prayer** and **service** to others.

Our Mission & Ethos Statement is at the heart of our Personal, Social, Health and Economic education (PSHEE) programme. It enables pupils to meet the challenges of the wider world by giving them the knowledge, skills and understanding needed to lead confident, healthy, independent lives. Through our teaching and modelling of the Gospel values, they become informed, active, responsible citizens who are outward looking and care for others and the world around them. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. The curriculum actively promotes the fundamental British values of democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs.

1.2 Aims and objectives

The aims of personal, social, health and economic education actively promote fundamental British values. They enable the children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues, including safety in the environment, online safety and safeguarding
- acquire an appreciation of and respect for their own and other cultures, in order to promote tolerance and harmony between different cultural traditions
- acquire a broad general knowledge of and respect for public institutions and services in England
- be independent, positive and active members of their School locality, and also of wider society, by accepting responsibility for their behaviour and showing initiative
- distinguish right from wrong and respect the civil and criminal law of England
- develop self-confidence and self-esteem, make informed choices through self-knowledge regarding personal and social issues, and make the most of their abilities
- understand what makes good relationships, and develop them with other members of the School and the wider community
- encourage respect for other people
- encourage awareness of environmental issues and respect for the environment

- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- signpost sources of support for pupils who are experiencing difficulties in their lives

These aims can be developed not only through PSHEE sessions, but through virtually all parts of the curriculum and infused within the day-to-day operation of the School.

1.3 Curriculum content

The Preparatory Divisions PSHEE curriculum is based upon the PSHE Association Programme of Study, and utilises the PSHE Association Planning Toolkit.

The curriculum content is grouped into three themes that are taught throughout the School year:

- Relationships (including feelings & emotions and healthy relationships)
- Health & Wellbeing (including keeping Safe and Healthy Lifestyles)
- Living in the Wider World (including taking care of the environment and rights & responsibilities)

The Health & Wellbeing theme incorporates a unit on Mental Health and Emotional Wellbeing, and the Living in the Wider World theme includes a unit on financial awareness and capability using the PFEG resource, *'My Money Toolkit'*. Year 6 pupils take part in an Enterprise project entitled *'Fiver Challenge'* in their final half term.

We use a range of teaching and learning styles including:

- effective starting and ending strategies
- high order questioning skills
- climate building and ground rules
- agenda setting
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem-solving
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation
- circle time
- school council (preparatory activities)
- drama and role-play

We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the School to talk about their role in creating a positive and supportive local community. We also arrange theatre visits where appropriate.

We strive to protect all children from harm and help them achieve what they want in life through maximising opportunity and minimising risk. Children have the ability to voice issues that affect them as individuals and collectively.

1.4 Curriculum content planning

1.4.1 Overview

We teach PSHEE in a variety of ways and set topics in a Christian context wherever possible as befits our ethos as a Catholic school. As part of this ethos, the tolerance of others' beliefs, opinions and backgrounds is actively promoted. We use the cross-curricular nature of the subject to make links with other subjects, merging the learning objectives of PSHEE within the planning of, in particular, Science, Computing, Geography, Religious Education and Mathematics. Where a cross-curricular link cannot be made, or would be best taught as a discrete and separate PSHEE unit, this will be planned for with specific lesson time allocated.

We also develop PSHEE through activities and whole School events. Whole School assemblies address PSHEE objectives such as fire safety, 'stranger danger', anti-bullying and cyber-bullying, and environmental issues. We offer a residential visit to Year 6 in the Preparatory Division, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

1.4.2 Relationships and sex education

Relationships and Sex Education is taught across the School through the "Journey in Love" programme during the Trinity Term each year. "Journey in Love" has been written by Sr Jude from the Diocese of Brentwood. At the beginning of the Trinity Term, an information evening is held for parents of Year 4, Year 5 and 6 pupils to explain what aspects of puberty and conception will be covered and to give them the opportunity to see the resources that will be used so they are able to support learning at home and be prepared for any questions that children may raise.

1.4.3 E-Safety

E-safety objectives are taught as part of the Computing curriculum. Additional opportunities are taken to raise the profile of e-safety in the School. These include pupil, staff and parent information meetings delivered by outside agencies, and competitions organised by the Computing subject leader.

MICHAELMAS TERM		LENT TERM		TRINITY TERM	
Relationships	Health and Wellbeing	Living in the Wider World	Relationships	Living in the Wider World	Ten Ten RSE – Health and Well-being
Year 1					
Relationships: Being Yourself Marvellous me Feelings Things I like Uncomfortable feelings Changes Speak up! Health and Wellbeing: Aiming High Star qualities Positive learners		Living in the Wider World: Britain My school My community My neighbourhood My country My people British people What makes me proud of Britain? Relationships: TEAM Together everyone achieves more		Living in the Wider World: Money Matters Money Keep it safe Save or spend? Want or need? Look after it Going shopping	

Bright futures Jobs for all Going for goals Looking forward	Listening Being kind Bullying and teasing Brilliant brains Making good choices	
MICHAELMAS TERM	LENT TERM	TRINITY TERM
Year 2		
Relationships: VIPs Who are your VIPs? Families Friends Falling out Working together Showing you care Health and Wellbeing: Think Positive Think happy, feel happy It's your choice Go-getters Let it out Be thankful Be mindful	Living in the Wider World: Respecting Rights Rights Protecting our rights Respecting others Everybody's different Is it fair? Taking part Health and Wellbeing: Safety First Keeping safe Staying safe at home Staying safe outside Staying safe online The underwear-rule People who can help	Living in the Wider World: One World Families Homes Schools Environments Resources Planet protectors
MICHAELMAS TERM	LENT TERM	TRINITY TERM
Year 3		
Relationships: Being Yourself Pride Feelings Express yourself Know your mind Media-Wise Making it right Health and Wellbeing: Aiming High Achievements Goals Always learning Jobs and skills No limit! When I grow up	Living in the Wider World: Britain Living in Britain Democracy Rules, Laws and Responsibilities Liberty Tolerance and Respect What does it mean to be British? Relationships: TEAM A new start Together everyone achieves more Working together Being considerate When things go wrong Responsibilities	Living in the Wider World: Money Matters Where does money come from? Ways to pay Lending and borrowing Priorities Advertising Keeping track

MICHAELMAS TERM	LENT TERM	TRINITY TERM
Year 4		
Relationships: VIPs Making Friends Staying friends Is this a good friend? Falling out Bullying Anti-bullying Health and Wellbeing: Think Positive Happy minds – happy people Thoughts and feelings Changes Keep calm and relax! You're the boss Always learning	Living in the Wider World: Respecting Rights Rights Are all rights equal? Rules Right without responsibilities? Respect Are we so different? Health and Wellbeing: Safety First New responsibilities Risk, hazards and danger Under pressure Road safety Dangerous substances Stay safe online	Living in the Wider World: One World Families Chiwa and Kwende Chiwa's Dilemma (1) Chiwa's Dilemma (2) Chiwa's sugar Chiwa's World Charity for Chiwa
MICHAELMAS TERM	LENT TERM	TRINITY TERM
Year 5		
Relationships: Being Yourself You are unique Let it out Uncomfortable feelings The confidence Trick Do the right thing Making amends Health and Wellbeing: Aiming High You can achieve anything Breaking down barriers Future Focus Equal Opportunities Innovation and Enterprise Onwards and Upwards	Living in the Wider World: Britain Identities Communities Respecting the Law Local Government National Government Making a difference Relationships: TEAM Together everybody achieves more Communicate Collaborate Compromise Care Shared responsibilities	Living in the Wider World: Money Matters Look after it! Critical consumers Value for money Budgeting Borrowing and saving Money in the wider world

MICHAELMAS TERM	LENT TERM	TRINITY TERM
Year 6		
Relationships: VIPs Family and friends Think before you act It's ok to disagree You decide Secrets False friends Health and Wellbeing: Think Positive The Cognitive Triangle Thoughts are not facts Facing your feelings Choices and consequences Being present Yes, I can!	Living in the Wider World: Respecting Rights (Taught in Geography) Know your rights Do human rights apply to everyone? Are everyone's rights met? Are you rights-respecting? Do human rights change? Human rights heroes Health and Wellbeing: Safety First You are responsible What are the risks? Making your mind up In an emergency Keep IT safe Click safe, Click Happy Living in the Wider World: One World Families Global citizens Global warming Energy Water Biodiversity In our hands	RSE Curriculum

1.5 Foundation stage

PSHEE in Nursery and Reception classes is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the children's work are related to the objectives set out in the *Early Learning Goals* (ELGs). Our teaching in PSHEE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

1.6 Inclusion

We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning differences, so that all are engaged and challenged (whether they have Special Educational Needs or are Most Able and Talented). When teaching PSHEE, we take into account the targets set for the children in their Individual Education Plans (IEPs).

1.7 Assessment and recording

There are no levels or end of Key Stage statements for PSHEE and there is no requirement for end of Key Stage assessment in relation to these. However, teachers assess and monitor

pupils' development of knowledge, understanding, skills, values and attitudes through ipsative assessment; pupils record their level of confidence against learning outcomes prior to and following their learning. Outcomes in PSHEE are reported to parents

1.8 Resources

The resources for PSHEE are kept centrally in the teacher resource room. Other health resources are stored with Science and still others overlap with RE and Mathematics. The PSHEE Subject Leader holds a selection of materials (including resources for teaching sensitive issues) and is responsible for identifying, ordering and maintaining the resources for this subject.

1.9 Monitoring and review

The PSHEE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching. They carry out a regular process of review and development of the programme as part of the annual cycle of School improvement. This is carried out through lesson observation and work scrutiny and feedback is offered to the class teachers. The Subject Leader supports colleagues in the teaching of PSHEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the School.

2 Senior Divisions PSHEE

The Personal, Social, Health and Economic education (PSHEE) programme in the Senior Divisions is a planned programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole School approach, PSHEE develops the qualities and attributes students need to thrive as individuals, family members and members of society.

This Policy reflects the School's aims, mission statement and ethos. New Hall School recognises its responsibility to promote the fundamental 'British values' of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As indicated below, PSHEE also plays an important role in the Spiritual, Moral, Social and Cultural (SMSC) development of students, but these efforts do not occur in isolation. Assemblies and Chapel services do much to promote British values.

PSHEE makes an important contribution to the School's statutory responsibilities to provide a curriculum that is balanced and broadly based and which:

- promotes the Welfare, Health and Safety of students
- promotes the Spiritual, Moral, Social and Cultural development of students
- prepares students for the opportunities, responsibilities and experiences of later life
- achieves the whole curriculum aims
- promotes community cohesion
- actively promotes fundamental British values
- promotes respect for others, giving particular attention to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation

Our PSHEE programme effectively complements the School's pastoral provision and academic curriculum, and contributes to the fulfilment of the School's ethos of providing students with a holistic education.

PSHEE equips students with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. At New Hall, the PSHEE programme encourages students to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

2.1 Aims and objectives

- **Develop Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around personal privacy, including online)
- **Understand Relationships** (including different types and in different settings, including online)
- **Develop a healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- **Understand Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- **Understand Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- **Understand Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Develop strategies for Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Understand Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- **Develop knowledge and understanding of Careers** (including enterprise, employability and economic understanding)

2.2 Delivery of PSHEE

A curriculum of PSHEE is devised by the Assistant Principal and Heads of Divisions. Students in Years 7-13 have a dedicated PSHEE lesson each week on timetable. These lessons are delivered by specialist speakers, teachers and members of the Senior Leadership Team. The PSHEE curriculum is also implemented through tutorials, dedicated PSHEE learning sessions and assemblies for Years 7-11, and in the weekly Horizons programme in Years 12 and 13.

A balanced range of teaching strategies is needed to provide for the effective delivery of PSHEE for all students. Activities which emphasise active learning and participation, where students are encouraged to assess evidence, negotiate, make decisions, solve problems, work

independently and in groups and to learn from each other are encouraged. Schemes of work are based upon the National Curriculum guidelines. Learning and teaching approaches will include: debates, problem solving, research, discussions, drama/role play and games.

PSHEE lessons also provide a vehicle for direct work by specialists in various aspects of PSHEE, where outside speakers are used to supplement input on topics. The cross-curricular links are made explicit in the treatment of some areas e.g. birth control Year 8 and 9 where in addition to the work undertaken in lesson and via outside speakers, the Theology Department explores birth control in relation to religious belief and practice.

2.3 Curriculum content and planning

At New Hall School, the Senior Divisions PSHEE program uses planning frameworks from the PSHE Association and are based on range and content suggested by the National Curriculum programmes of study, within a spiral programme.

	Michaelmas Term 1	Michaelmas Term 2	Lent Term 1	Lent Term 2	Trinity Term 1	Trinity Term 2
Year 7	Emotional wellbeing: managing change and transition, friendships and bullying (including online) This unit helps students transition to secondary school, set learning goals and develop social and emotional skills. Students explore the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents online and offline.	Influences on relationships This unit helps students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences.	Families and changing relationships This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation.	Financial decisions This unit supports students to develop their understanding of their interests, strengths and achievements, helping them build skills, confidence and prepare for their future careers.	Puberty and keeping safe This unit focuses on understanding the emotional and physical changes that happen during puberty, alongside key aspects of reproductive health. Students explore how to make appropriate disclosures, recognise situations that may feel unsafe, and understand strategies for keeping themselves and others safe.	Values and society This unit focuses on exploring the values, responsibilities and principles that help create a fair, respectful and supportive community. Students work together to plan a community, considering how values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance can shape society and contribute to a community.
Year 8	Health and wellbeing In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from nutrition, exercise and sleep, to dental health.	Personal safety and managing risk This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water, basic life support, HPV and the HPV vaccine and in relation to alcohol, vaping and other drugs.	Belonging and community This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.	Careers and future choices This unit focuses on exploring careers and career opportunities. Students reflect on their own strengths, areas for development and identify careers that interest them.	The online world This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.	Managing money This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing.
Year 9	Mental health and wellbeing Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.	Drug education This unit builds on previous learning by developing students' knowledge, understanding and skills to manage situations involving drugs safely and responsibly. Students will explore different attitudes and perceptions around drug use, consider the effects and risks associated with drugs, and examine the law and strategies for managing risk and making informed choices.	Managing risk in relation to the law This unit focuses on understanding how to manage risk and make safe, responsible choices in relation to the law. Students will explore the causes and consequences of serious and organised crime and cybercrime, as well as learning practical strategies for staying safe and responding appropriately in potentially dangerous situations.	Careers and future choices This unit focuses on developing students' understanding of careers, future choices and the importance of recognising individual differences in the workplace. Students explore their own aspirations, consider the value of diversity and inclusion, understand protected characteristics, and develop skills for expressing and managing constructive disagreements.	Intimate sexual relationships This unit focuses on developing students' understanding of healthy and respectful intimate relationships, including the importance of avoiding assumptions and recognising freedom and capacity to consent. Students will explore relationship values, contraception and sexual health, as well as developing strategies for managing the ending of relationships in a safe, respectful and emotionally healthy way.	Navigating online harms This unit focuses on navigating online harms and developing the knowledge and critical thinking skills needed to stay safe in digital spaces. Students will explore the risks and consequences of sharing nude imagery, digital deception and manipulated images, including deepfakes, while learning how to challenge harmful online narratives, recognise misogyny and question misconceptions.

Year 10	Independence, health choices and wellbeing This unit focuses on developing independence and making informed choices that support students' health, wellbeing and future goals. Students explore financial decision-making, effective study skills, healthy choices around food and physical activity, the importance of sleep, and safer ways of managing challenges while recognising the risks associated with unhealthy coping strategies.	Study, work and careers This unit focuses on developing students' understanding of their interests, skills and future pathways in study, work and careers. Students will explore how to identify their career interests, create an effective CV, understand employment rights and equality, diversity and inclusion in the workplace, and develop communication, research and debating skills through preparation and participation in a whole-year-group debate.	Navigating the online world This unit focuses on developing students' understanding of how artificial intelligence and digital technologies can influence their rights, safety, wellbeing and relationships. Students will explore the limitations and impact of generative AI, consider how chatbots and AI can shape our understanding of the world, and develop critical thinking skills to recognise digital deception and the potential harms of deepfakes.	Friendship, diversity and challenging extremism This unit focuses on building positive friendships, valuing diversity and developing the confidence to challenge harmful behaviours and attitudes. Students will explore bullying and unhealthy attitudes towards it, consider the importance of belonging and community, and learn how extremism can develop and how people may be drawn into extremist groups.	Careers and managing money This unit focuses on preparing students for the world of work while developing their understanding of managing money safely and responsibly. Students will prepare for work experience, explore social media and personal branding, and consider the rights and risks associated with making money online, cryptocurrencies, betting, uncontrolled spending and financial exploitation.	Exploring consent and recognising abuse This unit focuses on developing students' understanding of consent, healthy relationships and recognising signs of abuse. Students will explore the role of consent and intimacy, the potential impact of pornography, and how pressure, persuasion and coercion can affect relationships, while learning about relationship rights, how to recognise when something is not right, and where to seek help and report abuse.
Year 11	Study, work and careers This unit focuses on preparing students to make informed decisions about their education, study and future careers. Students will explore post-16 pathways, including apprenticeships and university, develop effective decision-making and revision strategies, and consider how study skills, wellbeing and mental health can support success in their future choices.	Life-long wellbeing This unit focuses on developing lifelong wellbeing through practical strategies that support physical, emotional and mental health. Students will explore the benefits of movement, mindfulness and good nutrition, while also developing essential first-aid skills and learning how to manage change, loss and grief in healthy and supportive ways.	Safe relationships and sexual health This unit focuses on understanding safe, healthy and respectful relationships and making informed choices about sexual health. Students will explore healthy and unhealthy relationship behaviours, power and control, setting boundaries and seeking help, while learning about choices around sex and birth control, and the importance of sexual health.	Families, fertility and pregnancy This unit focuses on understanding the importance of family and lifelong commitment. Students explore the legal and personal significance of marriage, the responsibilities of parenthood, fertility and routes to parenthood, and pregnancy outcomes.	Managing and maintaining health This unit focuses on making informed and responsible choices about personal health, appearance and wellbeing. Students explore the potential risks and considerations associated with tattoos, piercings, sunbeds and cosmetic procedures, alongside an opportunity to ask questions and seek health advice from a visiting GP.	

2.4 Monitoring and review

The Assistant Principal and Heads of Divisions are responsible for monitoring the standards of students' work and the quality of teaching. They carry out a regular process of review and development of the programme. This is carried out through lesson observation and work scrutiny and feedback is offered to the class teachers. The Assistant Principal supports colleagues in the teaching of PSHEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

2.5 Assessment and feedback

The Assistant Principal and Heads of Divisions are responsible for the planning and implementation of assessment opportunities through the PSHEE programme. There are no levels for PSHEE. Teachers assess and monitor students' development of knowledge, understanding, skills, values and attitudes via baseline, formative and summative assessment. The students receive feedback both in weekly PSHEE lessons as well as within formative assessment opportunities. Assessment allows students and teachers alike to identify areas of the curriculum for further development.

2.6 Inclusion

We teach PSHEE to all students, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning differences, so that all are engaged and challenged (whether they have Special Educational Needs or are Most Able and Talented). When teaching PSHEE, we take into account the targets set for the children in their Individual Education Plans (IEPs).

3 Years 7-11 PSHEE programme

3.1 Overview

We also develop PSHEE through activities and whole School events and dedicated PSHEE learning sessions. Outside agencies visit the School to deliver workshops addressing PSHEE objectives. Whole School assemblies address PSHEE objectives such as anti-bullying, cyber-bullying, and environmental issues. We also offer a trip in Year 7, where there is a particular focus on developing students' self-esteem and giving them opportunities to develop leadership and co-operative skills.

3.2 Relationships & Sex education

In the Senior Divisions, Relationships and Sex education is taught in a cross-curricular way through Science, Theology and Personal, Social, Health and Economic Education via teachers and external speakers. The diverse staffing and the variety of experience contained within this teaching body is seen as a valuable resource for the delivery of Relationships and Sex education. The provision of Relationships and Sex education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as students' progress through the School.

3.3 E-Safety

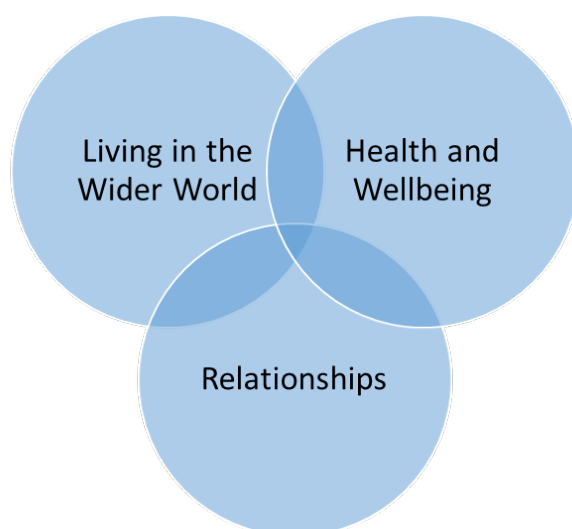
In conjunction with the PSHEE provision, e-safety objectives are addressed as part of the wider curriculum. Computer Science is taught as a specialist subject from Year 7 and as an option choice at GCSE. Computer Science is also offered at A Level. Additional opportunities are also taken to raise the profile of e-safety in the School. These include student, staff and parent information meetings delivered by outside agencies, competitions and via student ambassadors.

4 Years 12 & 13 PSHEE programme

4.1 Overview

This is primarily delivered through the Two-Year cycle of weekly PSHEE sessions alongside the weekly Horizons lectures. In addition, there are the termly Human & Spiritual Days, the assembly programme, and political/ethical debates.

There are three core themes:



These core themes can then be split into more focused subsections, as follows:

- Mental Health and Emotional Wellbeing; Self concept; Healthy Lifestyles; Managing risk and personal safety; Sexual health; Drugs, Alcohol and Tobacco

Relationship values; Forming and maintaining respectful relationships; Consent; Bullying; abuse and discrimination

Choices and pathways; Work and career; Employment rights and responsibilities; Financial choices; Media literacy and digital resilience

4.2 Horizons lecture series: past speakers & topics

The programme evolves each year, following review of how it runs (including direct student feedback), however, below are speakers and topics who have in the past come and addressed the students as part of the Horizons lecture series:

- Kate Fairweather: healthy and respectful relationships
- Dr Charlie Easmon: the effects of pornography on behaviour and relationships
- Karl Hopwood: e-Safety
- Mountain Healthcare: raising awareness of the work of SARCs (Sexual Assault Referral Centres)
- Alex Holmes: anti-bullying
- Bridging the Gap: developing the effective mindset and skills for studying A Levels effectively
- Positive Voice (Emma Cole): living with HIV and facing prejudice
- Russell Robinson: the criminal justice system
- Shaun Attwood: Life Lessons: a personal story from millionaire to gaol
- Middle East Education: what is happening in the Middle East and how it affects us all
- Constance Barter: body image and eating disorders
- The English Manner: the importance of etiquette
- Roger Harding: financial management and how to become an entrepreneur
- Roz Bicen: dealing with grief
- Jo Baldwin: various talks about personal finance

4.3 Human and Spiritual Development

Alongside the Horizons talks, the PSHEE programme also embraces three days per year of 'Human and Spiritual Development' for Years 12 and 13. Students will explore a range of moral, philosophical and religious topics through a series of lectures, workshops and small group discussions throughout the year. The Chaplaincy Department, and various outside speakers, will be delivering this programme. The aim of the programme is to enable students to recognise that human flourishing extends beyond academic achievement and requires an engagement with the deeper questions of what it means to be human. New Hall recognises that difference is something to be defended, understood, learnt from, and celebrated. This programme contributes to the distinctive and holistic education offered to students in the Sixth Form to prepare them to face the challenges of the modern world.

5	Reviewing PSHEE
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5.1 Assessment and Recording

Teachers assess and monitor students' development of knowledge, understanding, skills,

values and attitudes via baseline, formative and summative assessment. Students assess their level of confidence and knowledge against learning outcomes prior to and following their learning, which ensures that learning objectives are relevant and appropriate to meet the needs of the group. Assessment allows students and teachers alike to identify areas of the curriculum for further development.

5.2 Monitoring and Review

The Head of Division is responsible for monitoring the quality of PSHEE teaching in their division. A regular process of review and development of the PSHEE programme is completed as part of the annual cycle of School improvement. This is carried out mainly through observation and feedback is offered to both staff and external providers. Colleagues are supported in the teaching of PSHEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the School.

This Policy will be reviewed as part of the New Hall School policy review cycle and in the light of national and local changes. Consultation and associated feedback with staff, students and parents will inform the future development of this policy.

Every aspect of School life in the Senior Divisions offers an opportunity for Personal, Social, Health and Economic education. As such it is the responsibility of the whole staff to share in the delivery of PSHEE at New Hall, not only as a tutor but also as a subject teacher.

6 Guidance

Guidance Personal, social, health and economic (PSHE) education:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe#history>

Relationships Education, Relationships and Sex Education (RSE) and Health Education
[Relationships Education, Relationships and Sex Education and Health Education guidance](#)