

Winchester House School

PSHE Policy
(Personal, Social, Health and Economic Education)
This Policy includes EYFS

Version 2

Responsible Governor: n/a

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Adopted by Governors: n/a

Next review due: 15th April 2024 (Deputy Head Pastoral)

Key Points

- Aims of the Policy
- Winchester House Way
- Delivery throughout school
- Examples of further enrichment

The aim of Winchester House is to develop life-long learners with a spirit of resourcefulness and self-reliance within a warm and purposeful community.

We achieve our aims in many ways at Winchester House. Our PSHE programme is one of the areas that underpins much of what we try to achieve. The building of confidence, the understanding of oneself and others, independence, tolerance, compassion, discovery, leadership, responsibility and the sense of belonging to and being part of an extended family all ensure that everyone at Winchester House has their part to play in the delivery and development of PSHE.

We aim to provide outstanding pastoral care which will ensure the wellbeing of children and staff socially, intellectually, physically and emotionally. Our curriculum is ambitious, up to date and has breadth and depth and focuses on the children taking responsibility for their own learning with the aim of becoming life-long learners in every area of their lives. Within this framework:

- We ensure our children feel secure and valued in a school that is small enough to retain a family atmosphere.
- Adhere to key elements of the 2020 Relationships and sex education (RSE) and relationship education curriculum for all registered pupils
- We encourage enquiry, questioning, debate, exploration and discovery as the keys that unlock “the Big Curriculum” - the development of personality, independence, resilience, good manners, high standards, strong values, responsibility, compassion, confidence and leadership.
- We provide a broad curriculum and set high/challenging academic standards.
- We value teachers who inspire and provide outstanding learning experiences
- We are a non-selective school, embracing a wide ability range and respecting individual differences.
- We deliver first-class pastoral care, founded on a Christian ethos.
- We teach leadership to all children. Our Learn-to-Lead programme encourages them to take responsibility for themselves, for others and for their school.
- We offer extensive opportunities to all children through our extra-curricular programme.
- We are confident that boarding enhances their self-assurance and encourages a developing independence.
- We work in close partnership with parents.

At the end of their time here, our goal is for every student to be ready to thrive at their own chosen senior school.

The Winchester House Way is at the heart of core values and ethos of the school:

Treat others as you would be treated

Forgive

Share

Listen

Be Honest

Be kind and helpful

Be Gentle

Do your best to be your best self

How is PSHE delivered at Winchester House School?

When?

PSHE is taught as a discrete subject/lesson in all year groups from Nursery to Year 8 and most year groups have a weekly session. The programme is significantly enhanced and supported outside these lessons by all the staff in tutor sessions and a wide variety of subjects, activities and events.

Who?

Discrete PSHE/PSED lessons are class teacher/Key Person led in Bradshaw (Pre-Prep) and tutor led in Upper School. PSHE in its wider sense is supported throughout the school by all teachers, tutors, boarding staff, Sister, matrons, visiting speakers and staff involved in the wide variety of activities and events which enrich the pupils' lives.

The Leadership Group and the Head of PSHE oversee the structure and development of the PSHE programme.

What?

Schemes of Work

Time is allocated for the discussion of the PSHE programme in the Professional Development programme/days each term. There are times when the whole staff discuss issues or the review of policy and there is also opportunity for year group team discussions. This further encourages a whole school perspective, awareness and support of the development of the PSHE programme and PSHE in its widest sense.

We use the PSHE Association as a source of information, and topic by topic Scheme of Learning has been created. This is regularly reviewed by PSHE takers who discuss and update

where necessary. This enables tutors and Upper School PSHE deliverers to evaluate the success of the previous term and respond to the specific needs of the pupils in their care, current affairs and new resources. They are also able to incorporate and/or build on year group or whole school events and activities. *With this in mind, from September 2023, we are trialling the Jigsaw programme from Nursery to Year 8.*

Communication with parents takes the form of a weekly bulletin and parental workshops. During online learning, House at Home was created. This provided parents with a weekly focus and opportunity to direct questions to particular members of staff. This now continues with our House and Home programme when relevant topics are scheduled.

The Foundation Stage - Nursery and Reception

In the Foundation Stage the subject is referred to as Personal, Social and Emotional Development (PSED) as part of the Foundation Stage programme. There is a PSED strand in each topic. Staff support the children through the early stages of settling into school and encourage their self-awareness, development of independence skills and knowledge of the wider world. Foundation Stage children enjoy the themed activities in Bradshaw (Pre-Prep) e.g. Safety Week, Healthy Eating Week, assemblies, off site visits to Church, to local nursing homes for Harvest and other festivals, on site visitors e.g. the nurse and community police officer. The WHS Creative Curriculum approach has further provided natural PSED opportunities which also fit into the same key themes as Upper School:

- Purposeful Community
- Warm Community
- Spirit of resourcefulness
- Self-reliance

The PSHE scheme of work is integrated with the RSE curriculum and more information can be found in The Relationship and Sex Education Policy (RSE Policy).

Key Stage 1

From September 2019, children in Key Stage One have followed the PSHE Association scheme that is used in Years 3 to 8. These are supported by and link into a weekly assembly so the whole of Bradshaw (Pre-Prep) is focused on the same theme throughout each week. In addition, each class teacher will also respond to any specific pupil or class needs either individually or through circle time. A rich programme of extracurricular activities runs alongside; including visits in the local community, visitors and team building exercises. Bradshaw (Pre-Prep) also provides additional support for both children and parents when a particular need is identified. This may take the form of a parental workshop, a presentation on House Online or via House at Home.

Bradshaw (Pre-Prep) have been using the Family Links scheme from Nursery to Year 2. This nurturing ten week scheme is designed to build self-awareness, self-esteem, empathy and social skills in circle time sessions. Through introducing key themes and terminology each week in assembly and sharing in the weekly bulletin for parents, the whole Bradshaw (Pre-Prep) community are using the same language which links to the Winchester House Way.

The PSHE scheme of work is integrated with the RSE curriculum and more information can be found in The Relationship and Sex Education Policy (RSE Policy).

Key Stage lower 2

Children in Key Stage 2 (Seligman - Years 3 & 4), use a combination of the Folens or “Stepping Stones” Schemes depending on the beginning of year and termly planning discussions. The schemes provide a balanced approach to the core elements of Personal, Social, Health and some Citizenship related matters using a progressive, spiral structure. Tutors and other contributors to the programme use a wide variety of practical and written resources both soft resources provided in Google share or paper resources from the scheme itself. The phased in introduction of the Creative Curriculum approach has further provided natural PSHE opportunities.

The PSHE scheme of work is integrated with the RSE curriculum and more information can be found in The Relationship and Sex Education Policy (RSE Policy).

Key Stage upper 2/3

The Key Stage 2 (Years 5 & 6) and Key Stage 3 reviewed Scheme of work is based on the PSHE Association guidelines for recognised and current good practice, incorporating the 2020 RSE curriculum updates. We have a school membership (renewed annually every October) from which resources and topical one off lessons can be sought. Our Scheme of Learning is based on four topic areas, each colour coded, to represent the core aspects of PSHE at KS2 and KS3 in line with our Whole School Development Plan and policies.

The areas are-

“Purposeful community” - Rights and responsibilities in the Wider World

“Warm Community” - Identity, Feelings, Friendships and relationships

“Spirit of resourcefulness”- Money

“Self reliance”- Health and wellbeing, safety and risk

Each half a term covers a different strand so that an overall balance of areas is achieved over the KS 2/3 course.

Ignite lectures are provided often in assembly times to further broaden our PSHE delivery and exposure. These sessions vary in theme but guest speakers have included athletes, para athletes, a gambling addict, barristers and business owners to encourage citizenship and enterprise.

Sister and Heads of Section support sexual relationship education (blue section of the Scheme of Learning); single gender sessions take place in Years 5, 6 and 7 (and if necessary in Year 8).

Furthermore, in Year 8 Solvent Abuse, HIV, Hepatitis and other STIs are focused on by relevant and/or visiting speakers.

British Values run throughout the four areas. Additional topical “news” linked to British values are exploited in addition to the scheme - eg: Brexit (democracy), EU parliament elections, Royal Weddings & births.

A weekly Discussion Group as well as a Debating Club are offered for Year 5 and 6 on a weekly basis. This approach incorporates religious, moral and ethical discussions as well as

current affairs to broaden the range of topics covered and provides opportunities for pupils to exchange points of view.

In Upper School (Key Stages 2 and 3) the PSHE programme is also further supported and enhanced by weekly assemblies, weekly chapel services, a rich programme of activities, trips/outings/excursions, the Learn to Lead programme, Ignite lectures, School Council, the boarding community, visiting speakers, themed weeks (e.g. Remembrance, Green Week, Book Week), Brackley Community events, cross-curricular themed days and fundraising activities such as colour runs, cake sales and home clothes days.

Resources

The greatest resource is the class teacher, the attached Year group tutor/s in KS2 & 3 as well as the Heads of Section. However, to assist further we have a resource bank on our MS SharePoint -PSHE resources. There are resource boxes available in Bradshaw and a selection of DVDs are also accessible. Access to the PSHE Association website is provided; as well as TES, True Tube and other “approved” sources. These sites provide resources to support specific topics which may arise throughout the year. This could include; road crossing, first aid, drug awareness, bullying, abuse and bereavement.

A wide selection of books on PSHE topics for children and staff are available in the school libraries. A selection of puppets and other Circle time artefacts are used in Bradshaw (Pre-Prep) and at tutors’ discretion. These are mostly kept in Bradshaw (Pre-Prep).

Posters and reward stickers are available and supplied on a regular basis, by request to the Head of PSHE.

Noticeboards e.g. celebrating Best Self Certificates Bradshaw (Pre-Prep) and Year 3 and the Fizz, Whizz Bang board in the Seligman along with ‘Star of the Week’ assemblies in Years 3 and 4 are all part of the collective celebratory and supportive ethos of the school. Upper school celebrate in assemblies for KS2 & 3 and Star of the Month in some subjects (French and Latin). Housepoint totals are rewarded termly with a Winning House Trip and a special lunch for the top scorers across the school.

How do we deliver PSHE lessons?

Method:

The Winchester House Way provides structure and focus for all that we do as a school; as does the phrase ‘Best Self. In Bradshaw (Pre-Prep), there is a weekly PSHE lesson but themes and conduct is reinforced throughout the week as necessary. In KS2/3, delivery is largely at PSHE deliverer discretion to suit the topic area and session style. Ideas of good practice are shared at CPD slots on a termly basis. Class scrapbooks are used to record the children’s journey and provide an overview of topics covered, activities completed and discussions held.

In Upper School, each child is issued with a termly House Diary called the Pupil Diary. The Winchester House Way can be found inside the cover for everyday visual reinforcement along with a timetable which encourages good personal organisation and independence. Some key learning/revision tips are included, which are age specific (High frequency spellings, Science vocabulary, arithmetic...).

Opportunities for personal reflection and the celebration of achievement and growth across all areas of school life are also provided. Students have time to reflect upon school reports and write an annual summary, describing the highs and lows of the academic year.

The school actively promotes and encourages staff to create opportunities to respond to and build on pupils' understanding of themselves and others. Therefore, projects which develop them as individuals/teams and heighten their awareness of local/global events and issues are encouraged. The school also actively promotes the importance of supporting others in the local and wider community through events such as fundraising and visits (e.g. Harvest Festival at Juniper House, Cantoris concerts at Hyde Park, Brackley events - Carnival, Remembrance Service, 100 year anniversary celebrations of WHS in Brackley).

Through our PSHE programme and assemblies we provide personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, their own and other cultures and valuing diversity within society. We pay particular regard to the protected characteristics set out in the Equal Opportunities Act 2010. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs. As a school we take every opportunity to actively promote British Values through our assemblies, whole school systems and structures. An example of this is the democratic process of electing and running a School Council. We also build resilience to and challenge pupils, staff and parents who could potentially express opinions contrary to these fundamental British values. We provide visual displays in different areas of the school which explore the values in a way in which children can access.

We have regard for 'Careers Guidance and Inspiration in Schools' (March 2015). Careers guidance and thinking about future aspirations feature in the form of talks and visits by selected speakers from a range of professions. Our 'Ignite' programme exposes students to a wide range of individuals working in different careers. Discussions between class teachers and/or tutors with pupils and parents also take place. These conversations enable the pupils to make informed choices about a broad range of career options with the ultimate aim of fulfilling their potential. Children also volunteer and are encouraged to fundraise for charity, increasing their awareness of others.