



## MARLBOROUGH COLLEGE

### PSHE Policy

**This Policy addresses ISI Regulatory Requirement (Effective February 2016) Part 1 – Quality of Education Provided (Curriculum), ISSRs Part 1, paragraph 2 and Part 2 – Spiritual, moral, social and cultural (SMSC) development of pupils, ISSRs Part 2, paragraph 5.**

#### **Introduction:**

As part of a rounded curriculum Marlborough is committed to an extensive programme of Personal, Social and Health Education for pupils throughout their time at the school. Of all areas of education we are aware that it is this domain which we share most overtly with parents. With this in mind we have seen it essentially as a course which complements the natural upbringing that parents give their children.

As the title suggests, much of what is involved is personal and for that reason we employ a wide range of teaching methods. These range from the relative formality of classroom instruction in Biology, ESS and Religious Studies, through to the intimate and informal atmosphere of house tutor groups.

Parents have the right to withdraw their children from sessions concerned with sex education. If parents wish to exercise this right they should inform the Deputy Head (Boarding) in writing when a pupil joins the school.

We feel strongly that with many of the topics which come into this area it is important that boys and girls are made aware of the values and ideals which have a bearing on their decisions. Our aim is to help them, through discussion and information, to formulate their own beliefs and standards, to act consistently according to these, and to develop pupils' spiritual, moral, social and cultural awareness.

The College is committed to the delivery of PSHE, as with other parts of the curriculum, within the overall context of adherence to fundamental British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

#### **Method:**

The delivery of PSHE is overseen by the Health Education Committee, chaired by the Deputy Head (Boarding). The Committee also has an oversight of all matters related to broader issues of Health Education throughout the College, including the Policies related to Drugs and Alcohol, the health promotion work of the Medical Centre and the work of the Counsellor. The Committee meets termly.

The current composition of this Committee is given in Appendix 1.

Each House has an appointed PSHE “Artemis” Tutor, who delivers the house-based PSHE course across four terms of the Shell and Remove, and works closely with the Housemasters and Housemistresses. The course is designed to be flexible and responsive to particular house needs. Artemis Tutors, HMs, members of Health Education Committee and the Management Team are circulated on a termly basis with details of the suggested course content and Artemis Tutors meet formally for INSET and to share good practice on a termly basis.

The Deputy Head (Boarding) and Artemis Coordinator works with Heads of Year to deliver an extensive external programme of speakers addressing health related issues.

Professional Development on PSHE related topics is available to all members of staff with pastoral responsibility. Access is coordinated by the Artemis Coordinator, who also manages PSHE resources, including the provision and circulation of PSHE information to staff and parents as appropriate. Resources to support PHSE are also located on the College’s Firefly Network, and are accessible to all those with pastoral responsibility. Examples of good practice can be shared, and staff, especially Artemis staff, are invited to contribute to the resource bank.

We regard it as vitally important to share our values and up to date information with parents. To this end, parents of pupils in the Shell are invited to attend an externally-delivered presentation on Digital Safety, and Remove parents are invited to attend a briefing on Drugs. In previous years, communications to parents from the College have addressed issues including post-exam pupil trips; dietary supplements and energy drinks; concern about privs, parties and alcohol and latest perceptions of the national ‘drugs scene’.

### **Structure:**

The Structure of our PSHE provision is as follows:

#### **Shell:**

- Pupils meet the College Counsellor in House Groups and are introduced to the Medical Centre;
- House groups follow the PSHE “Artemis” Course. Topics covered range from bullying (including the drawing up of House Bullying Charters) working and living together, issues relating to smoking, alcohol and drugs, adolescent health and hygiene, cyber safety (including a pupil digital media survey), self-image and self-esteem, peer pressure, bereavement, charity, carbon footprint, gender issues, disability issues, racism, discrimination and citizenship.
- External speakers address bullying, boarding health, digital safety, gaming and addictive behaviour, and drugs.
- Self-protection workshop as part of the Artemis course.
- In ESS pupils follow an “Introduction to Fitness” module and in Biology pupils study the components of a healthy diet.

#### **Remove:**

- The Artemis programme is completed in the Michaelmas Term;
- In Biology part of the first term is devoted to human sexuality and the various issues relating to puberty and personal health. Subsequently, detailed work is done on the cardiovascular and the breathing system, which includes work on the effects of smoking and benefits of exercise;
- This is paralleled in ESS with modules on fitness testing and also on leadership, during which issues of stress management as part of a healthy lifestyle are introduced;

- An important feature of the Remove year is the presentation at the Parents' Meeting in the Lent Term on the subject of substance abuse amongst the young;
- External speakers address the Remove on the following topics: puberty, drugs, smoking, adolescent relationships, testicular and breast cancers and the work of the Teenage Cancer Trust.

### **Hundred:**

- Recognising that pupils are capable of managing the more philosophical side of PSHE-related issues, the understanding of moral aspects of decision-making in personal relationships, and in such matters as abortion, euthanasia and substance abuse are attended to in RS, as are issues relating to life in society – gender issues, social justice and prejudice. The ways in which curricular and co-curricular RS supports PSHE at the College are explained in Appendix 2.
- In Biology, pupils study the nervous system, relating it to the effects of drugs.
- Throughout the Biology course the ethical and social impacts of issues such as cloning; genetic modification and environmental damage are discussed.
- External speakers address drugs, smoking, adolescent relationships, mental/emotional health and sexual health.

### **Upper School:**

- Externally delivered presentations cover topics such as alcohol, drugs, cancer awareness and self-examination and sexual health and HIV; Sepsis awareness.
- Lower Sixth Leadership Training (annual). Allows pupils to consider developing social awareness and responsibility skills, and the meaning of citizenship, confidence and leadership;
- A visiting team from Wiltshire Fire & Rescue Service delivers a powerful road show looking at the responsibilities of young drivers and their passengers;
- Gap year travel and the implications for personal safety are addressed by an external speaker in the planning period towards the end of the Upper Sixth year;
- The Upper Sixth are prepared for health care and personal responsibility beyond Marlborough (e.g. GP registration, sexual health, mental health, personal safety) as part of their Summer Term Leavers' course.
- Lower Sixth Girls are offered an introductory workshop, in the Michaelmas Term, on personal safety and self-protection. There may be the opportunity to follow a longer, certified self-protection course in the Summer Term.
- Issues of sexual consent/sexual violence are addressed in house discussion groups.

Author: Management Team

Where Found: College Website

Policy Date: Michaelmas 2018

Review date: Michaelmas 2019

### **See also:**

College Policy on Drug Offences

College Policy on Alcohol

Bullying Statement

Countering Bullying Policy

## Appendix 1

### Health Education Committee

#### Composition of Committee:

<b>Chairman</b>	<i>currently</i> CMC
<b>Members of Committee:</b>	
School Medical Officer	RWH & JAC
One Housemaster	MC
One Housemistress	HAMC
Chaplain	TWGN
Head of Shell	RAS
Head of Biology	TAB
Nurse-Manager, Medical Centre	Becky Bull

#### By invitation:

Counsellor	Katia Houghton
One Dame	Michelle Presley
Director of Sport	RFH
Artemis Coordinator	JH

## Appendix 2



### MARLBOROUGH COLLEGE

## PSHE in Religious Studies and Philosophy

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### Departmental Audit:

#### 1. Shared Aims

The Religious Studies and Philosophy Department and the PSHE provision at Marlborough College have a shared vision for its students and for staff to adhere to. The aims of the Religious Studies Department are:

- To support every pupil to become a confident, healthy, considerate, responsible young adult
- To equip each pupil with the knowledge and skills to make informed choices to enhance and enrich their own and others' lives
- To provide opportunities for pupils to reflect on their own learning and achievements and identify their own personal development targets
- To develop skills of enquiry and communication
- To promote pupils' spiritual, moral, social and cultural development, increasing their self-confidence

### How can PSHE impact on the whole learning process?

The Religious Studies and Philosophy Department is committed to student well-being and plays a key role in meeting the goals of PSHE provision at the College. In particular, the department seeks to contribute to the College's PSHE provision by reflecting the aims and ethos of the college and seeks to encourage respect for other people.

There is a critical link between a young person's wellbeing and their ability to perform to their full potential academically. PSHE therefore contributes significantly to the wider learning of the pupil and seeks to equip them with the skills to engage with the world in a positive and critical manner. Society in the 21<sup>st</sup> Century places increasing pressures on young people as they grow up; we place great store in helping and supporting our pupils to face these challenges but also seeks to encourage resilience in the face of challenge. The Religious Studies, Philosophy and PSHE programme is a critical vehicle for such support. The Department believes that successful learners are able to demonstrate the following characteristics:

- A sense of high self-esteem and personal well being
- The ability to know, articulate, and manage their own emotions and to empathise with those of others
- Good communication and interpersonal skills
- Resilience and self-reliance in facing difficulties, coping with pressures and resolving conflict

The Department believes that:

- Young people have needs that are social, moral, spiritual, physical and emotional as well as academic.
- By addressing all these needs we recognise the pupil as a whole person
- Religious Studies, Philosophy and bears directly on the quality of life, happiness and fulfilment that young people are able to achieve, now and in the future

### **Whole School Approach**

We understand and value the whole-school approach and acknowledge the important and unique contribution that Religious Studies and Philosophy can make.

**In the Michaelmas Term 2016, an audit was undertaken by the Head of Department, the results of which are below.**

### **PSHE at Marlborough College**

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#### **Religious Studies and Philosophy Departmental Audit**

**The different strands:**

- **PSHE Sex and Relationship Education**
- **PSHE Healthy Lifestyles**
- **Citizenship**
- **Learning and Studying**
- **Careers and Work related learning**
- **Social, Moral, Spiritual, Cultural Education**

These areas are covered through the delivery of the following examined courses:

<b>GCSE</b>	<b>AQA Religious Studies A</b> <u>Paper 1</u> – The Study of Religious, Beliefs, Teachings and Practices (BTP) in Christianity and Islam. <u>Paper 2</u> – Thematic Studies (TS) namely: b. Religion and Life c. The existence of God and revelation. d. Religion, Peace and Conflict e. Religion, Crime and Punishment.
<b>Sixth Form</b>	<b>CIE Pre-U in Philosophy and Theology</b> Paper 1 – Foundation Studies Paper 2 – Philosophy and Key Texts. Paper 3 – Ethical and Key Texts.

### 1. Sex Education

<b>Marriage:</b> <i>GCSE</i> Christian and Muslim BTP
<b>Respect, love and care:</b> <i>GCSE</i> - Christian and Muslim BTP
<b>Sex:-</b> <i>GCSE</i> – Christian and Muslim BTP

### 2. Relationship Education

<b>The Family:</b> <i>GCSE</i> Christian and Muslim BTP <b>Pre-U</b> (A broad ethics course)
<b>Understanding yourself and others:</b> <i>GCSE:</i> Christian and Muslim BTP. <b>Pre-U</b> See above as well as further consideration of the nature and possibility of knowledge of the self.
<b>Bullying:</b> <i>GCSE: TS</i> – Religion, Peace and Conflict.
<b>Resolving conflict:</b> <i>GCSE TS</i> Religion, Peace and Conflict.
<b>Racism, prejudice and discrimination:</b> <i>GCSE TS</i> – Religion Crime and Punishment

### 3. Healthy Lifestyles

<b>Puberty and personal hygiene:</b> Not explicitly covered
<b>Healthy eating:</b> Not explicitly covered
<b>Exercise and health:</b> Not explicitly covered
<b>First aid and safety:</b> Not explicitly covered
<b>Alcohol, drugs and tobacco education:</b> <i>GCSE:</i> Christian and Muslim BTP
<b>Coping with stress:</b> Not explicitly covered
<b>Adolescence:</b> <i>GCSE</i> Christian and Muslim BTP – Coming of Age Celebrations
<b>Identity and body image:</b> <b>Pre-U</b> The nature of the human being, including discussion of Dualist and Monist approaches.

### 4. Citizenship

<b>Rules and rule making:</b> <i>GCSE</i> TS: Religion and Crime, Religion and Punishment. <b>Pre-U</b> Deontological ethics, Kant and Rawls
<b>The Criminal Justice System:</b> As above.

<b>Beliefs and Customs:</b> <i>GCSE</i> Christian and Muslim BTP. <b>Pre-U</b> Religious experience, Psychology and Sociology of Religion
<b>Human Rights:</b> <i>GCSE</i> TS Religion and Life <b>Pre-U</b> Moral relativism and Natural law
<b>Global issues:</b> <i>GCSE</i> TS Religion and Life <b>Pre-U</b> Environmental ethics, Business ethics
<b>Values:</b> <i>GCSE</i> ALL. <b>Pre-U</b> Ethics
<b>The media:</b> Not explicitly covered.

## 5. Citizenship Part 2

<b>Diversity:</b> <i>GCSE</i> Christian and Muslim BTP. <b>Pre-U</b> Moral Relativism.
<b>Public services:</b> <i>GCSE</i> TS: Religion, Peace and Conflict
<b>The European Union:</b> Not covered explicitly.
<b>The United Nations:</b> <i>GCSE</i> TS: Religion, Peace and Conflict
<b>The Commonwealth:</b> Not covered explicitly.
<b>The economy and financial matters:</b> <i>GCSE</i> : Christian and Muslim BTP <i>Pre U</i> – Business Ethics
<b>Democracy and voting:</b> Not covered explicitly
<b>Consumerism:</b> <b>Pre-U</b> Business Ethics

## 6. Learning and Studying

<b>Time management:</b> Hundreds Religious Studies Exam Technique Workshop. GCSE Religious Studies Revision Programme.
<b>Revision techniques:</b> <b>Target setting:</b> Hundreds Religious Studies Exam Technique Workshop. GCSE Religious Studies Revision Programme. Religious Studies GCSE 12-mark improvement guide. Feedback Forms.
<b>Recognising achievement:</b> Departmental marking scrutiny processes, use of school-wide reward systems.
<b>Learning styles:</b> Wide range of teaching and learning methods employed. Increased use of electronic resources in Firefly etc.

## 7. Careers and work related learning

<b>Valuing areas of employment:</b> See section 6 Learning and Studying and our overall aims within the Department.
<b>Skills for work:</b> <b>Valuing areas of employment:</b> See section 6 Learning and Studying and our overall aims within the Department.
<b>GCSE choices:</b> Pupils are offered group and individual guidance.
<b>Preparing a CV:</b> N/A
<b>Work experience:</b> Staff Support from the Head of Department, HEBJ, GRP, GIM, VRB and DC where appropriate
<b>Personal statements:</b> Staff Support from the Head of Department, HEBJ, GRP, GIM, VRB and DC where appropriate.
<b>Applying for jobs:</b> Staff Support from the Head of Department, HEBJ, GRP, GIM, VRB and DC where appropriate
<b>The rights and responsibilities of employers and employees:</b> N/A
<b>Application to UCAS:</b> Staff Support from the Head of Department in the first instance with the full support of the rest of the department.

## **A commitment to PSHE:**

The Religious Studies Department is committed to a whole-school approach to PSHE and in particular recognises the role it plays within the four core elements (in particular point one below):

- Personal, social, and health education, including sex and relationship education and drug education (including alcohol, tobacco and substance abuse)
- Healthy eating and healthy habits
- Physical activity
- Emotional health and wellbeing (including bullying)

The Religious Studies Department is aware and works in conjunction with the following external organisations and who provide important resources for teaching and learning.

- Every Child Matters: Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution; Achieve economic wellbeing.
- The National Healthy Schools Programme
- The National Drugs Strategy
- Choosing Health
- The Social Inclusion Agenda
- The Forgiveness Project
- The Macpherson Report and the Racial Equality Standards

## **Overview: Key Concepts and Key Processes**

The Religious Studies Department keeps the following concepts and processes at the heart of its own provision of PSHE and Citizenship.

### **1. Personal wellbeing: Concepts**

- Personal identities
- Healthy lifestyles
- Risk
- Relationships
- Diversity

### **2. Personal wellbeing: Processes**

- Critical reflection
- Decision-making and managing risk  
Developing relationships and working with others.