



## MARLBOROUGH COLLEGE

### Personal, Social, Health and Economic Education (PSHEE) Policy

**This Policy addresses DfE - RSE Regulatory Requirements (September 2020), ISI Part 1 – Quality of Education Provided (Curriculum), ISSRs Part 1, paragraph 2 and Part 2 – Spiritual, Moral, Social and Cultural development of pupils (SMSC), ISSRs Part 2, paragraph 5.**

#### **Introduction**

As part of a rounded curriculum, Marlborough is committed to an extensive programme of Personal, Social, Health and Economic Education for pupils throughout their time at the College. 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 or careers 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 the Lower School, Form (for the Shell), Biology, Exercise & Sport Sciences (ESS) and Religious Studies, through to the intimate and informal atmosphere of house tutor groups and house year groups.

The College has separate policies covering Relationships and Sex Education (RSE) and Spiritual, Moral, Social and Cultural (SMSC) development. Parents have the right to withdraw their children from sessions concerned with relationships and sex education. If parents wish to exercise this right they should inform the Deputy Head (Pastoral) in writing when a pupil joins the College.

The College feels strongly that, with many of the topics which fall within this area, it is important that pupils 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 PSHEE, as with other parts of the curriculum, within the overall context of adherence to Fundamental British Values (FBV) - democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

#### **Method**

The delivery of PSHEE is overseen by the Health Education Committee, chaired by the Deputy Head (Pastoral). The Committee also has an oversight of all matters related to broader issues of Health Education throughout the College, including the policies related to Smoking, Alcohol and the Misuse of Drugs and Substances, the health promotion work of the Medical Centre and the work of the College Counselling Service. The Committee meets termly.

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

Each House has an appointed PSHEE (Artemis) Tutor, who delivers the house-based PSHEE course and works closely with Housemasters and Housemistresses. The course is delivered to all year groups and links to the programme of PSHEE Talks. The Head of PSHEE circulates the course content to the PSHEE (Artemis) Tutors on a termly basis with detailed guidance on content, delivery and timing. A degree of flexibility is built into the course so that the PSHEE (Artemis) Tutor can be responsive to particular house needs. The PSHEE (Artemis) Tutors have an annual INSET training session and good practice is shared on a termly basis within the group.

The classroom-based PSHEE course is delivered to the Shell, Remove and Hundred in a fortnightly lesson. There are six strands - Physical Health, Relationships, Perspective, Engagement, Global Issues and Awareness, and Meaning and Purpose. Integration with the work in other curriculum subjects, such as ESS and the Physical Health strand, is emphasised in order to provide a holistic approach.

Artemis Tutors, HMs, members of the Health Education Committee and the Management Team are circulated on a termly basis with details of the PSHEE (Artemis) course and the PSHEE lessons. The provision and circulation of PSHEE information to staff and parents is arranged as appropriate. Both the PSHEE (Artemis) course and the PSHEE (Academic) lessons are fully supported by a range of online resources, through the College's VLE (Virtual Learning Environment).

The Head of PSHEE, working with the Deputy Head (Pastoral), arranges an extensive external programme of speakers addressing a range of topics with the aim of enhancing the PSHEE provision.

Professional Development on PSHEE related topics is available to all members of staff with pastoral responsibility. Access is coordinated by the Head of PSHEE and the Head of Boarding.

The College regards it as vitally important to share its 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/Online Safety, and Remove parents are invited to attend a briefing on Drugs. Since 2018 the College has hosted a Parents' Pastoral Conference, where external speakers have addressed pastoral and PSHEE issues, many related to adolescence. These include managing the body clock for enhanced performance, positive mental health, mental and emotional wellbeing, drugs and risk-taking behaviour, digital and online safety, diversity and inclusion, supporting resilience and 'bounce-backability'.

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', as well as mental and emotional health issues.

## **Structure**

The Structure of our PSHEE provision is as follows:

### **Shell (Year 9):**

- Pupils meet the College Counsellor in House Groups and are introduced to the Medical Centre;
- House groups follow the PSHEE (Artemis) course. Topics covered include an introduction to PSHEE, bullying (including the drawing up of a House "Appropriate Behaviour" Charter), 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, gender issues, disability issues, racism, discrimination and citizenship.

- Form groups follow the PSHEE (Academic) course. The first strand is Physical Health (in conjunction with the ESS “Introduction to Fitness” module) which includes diet, exercise and managing stress, sleep and dreaming, body image, the brain, learning and neuro-plasticity and staying out of harm’s way. The second strand is Relationships which includes listening and responding, altruism, gratitude and appreciation and the importance of relationships. The Summer Term covers county lines, extremism and radicalisation and terrorism and religion.
- External speakers address a range of topics including: healthy boarding, bullying and appropriate behaviour, screen dependency, digital safety, gaming and addictive behaviour, a history of prejudice, the first of three RSE presentations, diversity and inclusion workshop and drugs education.
- An introduction to self-protection workshop is run for all pupils on rotation.

### **Remove (Year 10):**

- House groups follow the PSHEE (Artemis) course. Topics covered include social interactions, immunisation and vaccination, blood, organ and stem cell donation, e-cigarettes, equality and online behaviour.
- Form groups follow the PSHEE (Academic) course. The first strand is Perspective which includes mindset, self-efficacy, post-traumatic growth and FBVs. The second strand is Engagement which includes resilient thinking, harnessing positive emotions and playing to strengths. The Summer Term covers behaviour within relationships, legal rights and responsibilities, choices in relation to pregnancy, immunisation and vaccination and the science of blood, organ and stem cell donation.
- 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 covered 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.
- External speakers address the Remove on the following topics: adolescence, body image, the second of three RSE presentations, drug dependency, testicular and breast cancers and the work of the Teenage Cancer Trust.
- 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.

### **Hundred (Year 11):**

- Recognising that pupils are capable of managing the more philosophical side of PSHEE-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.
- House groups follow the PSHEE (Artemis) course. Topics covered include smoking/vaping, positive mental health (with particular focus on exam stress) and healthy lifestyle choices.
- Form groups follow the PSHEE (Academic) course. The first strand is Global Issues and Awareness which includes consumption, media awareness, making a positive difference and

historical issues and the drive for change. The second strand is Meaning and Purpose which includes the mastering of life skills, the life path and a review of study skills.

- 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 the Hundred on smoking/vaping, positive mental health, the third of three RSE presentations and risk.

### **Upper School (Year 12 & 13):**

- Externally delivered presentations cover topics such as sepsis awareness, responsible alcohol consumption, sexual health and HIV awareness, LGBTQIA+ awareness, and the implications of drug consumption. A visiting team from Dorset & Wiltshire Fire and Rescue Service delivers a powerful roadshow looking at the responsibilities of young drivers and their passengers.
- House groups follow the PSHEE (Artemis) course. Topics covered include issues of sexual consent/sexual violence and follow-up discussions of the externally delivered presentations.
- The Lower Sixth Leadership Forum allows pupils to consider developing social awareness and responsibility skills, and the meaning of citizenship, confidence and leadership.
- In the Michaelmas Term Lower Sixth Girls are offered an introductory workshop on personal safety and self-protection. There may be the opportunity to follow a longer, certified self-protection course in the Summer Term.
- The Upper Sixth are further prepared for health care and personal responsibility beyond Marlborough through the “Life after Marlborough” series which addresses topics such as GP registration, sexual health and mental health, gap year travel and the implications for personal safety, gambling and addiction, setting challenges and achieving goals and personal finance management.

### **See also:**

College Policy on Drug Offences

College Policy on Smoking, Alcohol and the Misuse of Drugs and Substances

Bullying Statement

Countering Bullying Policy

|              |                          |
|--------------|--------------------------|
| Author:      | Head of SMSC-RSE-PSHEE   |
| Approved by: | The Master               |
| Date:        | Michaelmas 2021          |
| Review Date: | Michaelmas 2022          |
| Circulation: | College Website, Firefly |

## Appendix 1

### Health Education Committee

#### Composition of Committee:

|                        |                  |
|------------------------|------------------|
| <b>Chairman</b>        | ECN              |
| Head of Boarding       | JAH              |
| School Medical Officer | Dr A Collings    |
| Medical Centre Manager | Sam Jones        |
| Lead Counsellor        | Katia Houghton   |
| One Housemaster        | CLH              |
| One Housemistress      | HAMC             |
| One Dame               | Michelle Presley |
| Chaplain               | TWGN             |
| Head of Shell          | RAS              |
| Head of Biology        | TAB              |
| Head of SMSC-RSE-PSHEE | JH               |
| Director of Sport      | RFH              |