

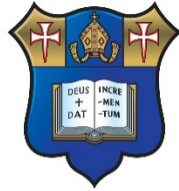


# MARLBOROUGH COLLEGE

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

---

Summer Term 2023



# MARLBOROUGH COLLEGE

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

### Contents

1.	Introduction .....	3
2.	Policy Context and Rationale .....	3
3.	Policy Availability .....	3
4.	Policy Aims and Objectives .....	3
5.	Creating a Safe and Supporting Learning Environment .....	4
6.	Entitlement and Equality of Opportunity .....	4
7.	Intended Outcomes .....	5
8.	Learning and Teaching .....	6
9.	Involving Parents and Carers .....	8
10.	Policy Review .....	9
11.	Version Control .....	9
	Appendix A: Composition of the Health Education Committee .....	10

## **1. Introduction**

- 1.1 This policy is written with regard to:
  - 1.1.1 Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021).
  - 1.1.2 Keeping Children Safe In Education September 2023.
  - 1.1.3 ISI Inspection Framework (2017).
  - 1.1.4 The Education (Independent Schools Standards) Regulations (2014).
  - 1.1.5 Education Act 2002.

## **2. Policy Context and Rationale**

- 2.1 As part of a rounded curriculum, Marlborough College is committed to an extensive programme of Personal, Social, Health and Economic Education (PSHEE) for pupils throughout their time at the College which:
  - 2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the College, and
  - 2.1.2 Prepares pupils at the College for the opportunities, responsibilities and experiences of later life.
- 2.2 Pupil consultation is central to PSHEE if the programme is to meet their needs and address the issues they are facing, both in the evaluation of the existing provision and future planning.
  - 2.2.1 PSHEE is a standing item on the year group House Council Meeting agendas. Other groups, such as Prefects, Heads of House and Well-Being Ambassadors are also part of the consultation process.
  - 2.2.2 The establishment of a PSHEE Curriculum Working Group will further contribute to the consultation process.

## **3. Policy Availability**

- 3.1 This policy is available to parents and carers through the College website.
- 3.2 This policy is available publicly through the College website.
- 3.3 If this, or any other policy, is required in a different format, please contact the College Reception.
- 3.4 The College has separate policies covering Relationships and Sex Education (RSE) and Spiritual, Moral, Social and Cultural (SMSC) development.

## **4. Policy Aims and Objectives**

- 4.1 Marlburians are well-rounded individuals: academically ambitious, open-minded, adaptable and socially minded with a strong sense of perspective for their community and the wider world. Our ethos and values are underpinned by The Marlborough Charter which states:
  - 4.1.1 We build and foster an inclusive, open-minded and accepting community.
  - 4.1.2 We treat others as we would like to be treated ourselves.
  - 4.1.3 We are compassionate, collaborative and committed.

- 4.1.4 We believe our strong sense of community encourages both individuality and collective ambition.
- 4.1.5 We lead by example, doing what is right and not what is easy.
- 4.2 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.
- 4.3 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.
- 4.4 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.

## **5. Creating a Safe and Supporting Learning Environment**

- 5.1 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, the health promotion work of the Medical Centre and the work of the College Counselling Service. The Committee meets termly.
  - 5.1.1 The current composition of this Committee is given in **Appendix 1**.
- 5.2 Working with pupils' real-life experience is fundamental to PSHEE. Therefore, it is essential to establish a safe learning environment at the start of each lesson/session by reiterating the ground rules. However, if a pupil(s) indicates in some way that they are vulnerable, at risk or makes a disclosure, the matter is immediately referred to the Designated Safeguarding Lead (DSL) or a deputy and appropriate support provided and action taken.
- 5.3 Due to the nature of PSHEE, pupils' learning may result in them seeking advice or support on a specific personal issue. Where appropriate, each lesson/session culminates by clearly stating where pupils can obtain support, whether from within the College community or from external agencies. In addition, the issue of confidentiality is also clearly stated in RSE sessions, for example.
- 5.4 This aspect of the policy is informed by the College's Safeguarding and Child Protection Policy.

## **6. Entitlement and Equality of Opportunity**

- 6.1 Marlborough College is an equal opportunities school and complies with the Equality Act 2010.
- 6.2 The College promotes the needs and interests of all pupils, irrespective of race, ethnicity, religion or belief, gender, gender reassignment, sexual orientation, disability and age. The College regards it as unacceptable to discriminate against anyone on these grounds.
- 6.3 The College values all pupils equally and aim to provide an environment in which all can achieve their full potential, regardless of age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access the PSHEE provision.

- 6.4 Repetition allows learners to grow comfortable with topics and language. A Spiral Education Approach is applied and advocates revisiting the same topics (such as RSE), each time increasing the level of demand and progressively deepening the learner's understanding. This approach ensures that all pupils have equal access to our PSHEE programme, regardless of ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity).
  - 6.4.1 Topics are revisited to consolidate understanding.
  - 6.4.2 Topics increase in complexity.
  - 6.4.3 New learning is related to previous learning.
- 6.5 The College recognises the right for all pupils to have access to PSHEE learning which meets their needs. The College will ensure that pupils with SEND receive access to PSHEE through collaboration with the Learning Support Department.
  - 6.5.1 As far as is appropriate, pupils with SEND should follow the same PSHEE programme as all other pupils.
  - 6.5.2 Careful consideration will be given concerning the level of differentiation needed, and in some case the content or delivery will have to be adapted, in collaboration with all stakeholders, including the pupil.
- 6.6 This aspect of the policy is informed by the College's Equal Opportunities Policy.

## **7. Intended Outcomes**

- 7.1 Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHEE. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.
- 7.2 As a result of the PSHEE programme of learning, pupils will be:
  - 7.2.1 Compassionate and considerate;
  - 7.2.2 Intellectually curious;
  - 7.2.3 Self-motivated and independent;
  - 7.2.4 Respectful of other cultures and opinions; and
  - 7.2.5 Willing to make a contribution to the society in which they live.
- 7.3 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.
  - 7.3.1 The PSHEE (Artemis) Tutors have an annual INSET training session and good practice is shared on a termly basis within the group.
  - 7.3.2 The PSHEE (Artemis) Tutors have access to CPD specifically on PSHEE.
  - 7.3.3 The PSHEE (Artemis) course is fully supported by a range of online resources, through the College's VLE (Virtual Learning Environment).

- 7.4 The classroom-based PSHEE course is delivered to the Shell, Remove and Hundred in a fortnightly lesson.
- 7.4.1 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. For example, pupils will learn about the biology of reproduction through the science curriculum, but PSHEE gives them the opportunity to consider what this knowledge and understanding means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives.
  - 7.4.2 The PSHEE (Academic) Teachers have access to CPD specifically on PSHEE.
  - 7.4.3 The PSHEE (Academic) course is fully supported by a range of online resources, through the College's VLE (Virtual Learning Environment).
- 7.5 The Head of PSHEE, RSE & SMSC, working with the Deputy Head (Pastoral), arranges an extensive external programme of speakers (PSHEE Talks) addressing a range of topics with the aim of enhancing and enriching the PSHEE programme.
- 7.6 Professional Development on PSHEE related topics is available to all members of staff with pastoral responsibility. Access is coordinated by the Head of PSHEE, RSE & SMSC and the Head of Boarding.

## 8. Learning and Teaching

- 8.1 Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHEE. The programme considers pupils' prior knowledge by conducting online surveys to ascertain prior knowledge of Learning Objectives stated in Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021). The findings of these surveys are shared with the Deputy Head (Pastoral) and inform future learning.
- 8.1.1 *September* – the Shell (Year 9) and the Lower Sixth (Year 12) are surveyed on the Physical Health and Mental Wellbeing statements.
  - 8.1.2 *October* – the Shell (Year 9) are surveyed on the Relationship Education statements and the Lower Sixth (Year 12) are surveyed on the Relationship and Sex Education statements.
- 8.2 When commencing a new topic, its position within the PSHEE programme is clearly signposted so that pupils are helped to make connections between the learning they receive in PSHEE and their current and future 'real life' experiences.
- 8.3 The College will ensure that sessions, including those on risky behaviour, remain positive in tone by focussing on education, not regulation. The College will help pupils make a connection between their learning and 'real life' behaviour by employing a factual, evidence-based approach and clearly stating where pupils can obtain support, whether from within the College community or from external agencies. It is important that the pupils are reassured that the majority of young people actually make positive, healthy lifestyle choices.
- 8.4 Pupils' learning, set against the learning objectives and outcomes, is assessed through the completion of the self-evaluation task at the end of the session. This is a quantitative measure which is reviewed by the teacher, with feedback being provided.
- 8.5 Pupils' understanding is gauged through their engagement with the lesson/session material. This is a qualitative measure which the teacher will monitor and feedback, if necessary.
- 8.6 Active engagement in learning, rather than passively receiving information, will result in pupil questions.

- 8.6.1 It is important that pupils feel able to ask any questions that they wish and that their questions are valued. An anonymous question book is one method that is utilised to encourage honest question asking.
  - 8.6.2 When a difficult or challenging question is asked, teachers and tutors should ask a pupil to wait for an answer to give time to consult the relevant colleague(s). In these circumstances, it is essential that the initial question is addressed.
- 8.7 The Structure of our PSHEE provision is as follows - Shell (Year 9).
- 8.7.1 Pupils meet the College Counsellor in House Groups and are introduced to the Medical Centre.
  - 8.7.2 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.
  - 8.7.3 Form groups follow the PSHEE (Academic) course. The Michaelmas Term introduces the pupils to the Marlborough Mindset and then healthy boarding. The Lent Term covers positive relationships, the Equality Act and county lines. The Summer Terms covers vaping, valuing diversity and understanding extremism.
  - 8.7.4 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.
  - 8.7.5 An introduction to self-protection workshop is run for all pupils on rotation.
- 8.8 Remove (Year 10).
- 8.8.1 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.
  - 8.8.2 Form groups follow the PSHEE (Academic) course. The Michaelmas Term covers mindset, self-efficacy and post-traumatic growth. The Lent Term covers family life, immunisation and vaccination and the science of blood, organ and stem cell donation. The Summer Terms covers drugs education, vaping, sextortion and body image.
  - 8.8.3 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.
  - 8.8.4 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.
  - 8.8.5 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.

## 8.9 Hundred (Year 11).

- 8.9.1 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.
- 8.9.2 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.
- 8.9.3 Form groups follow the PSHEE (Academic) course. The Michaelmas Term covers making a positive difference and historical issues and prejudice. The Lent Term covers study skills and promoting positive mental health. There are no lessons in the Summer Term due to GCSE examinations.
- 8.9.4 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.
- 8.9.5 External speakers address the Hundred on smoking/vaping, positive mental health, the third of three RSE presentations and risk.

## 8.10 Upper School (Year 12 & 13).

- 8.10.1 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.
- 8.10.2 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.
- 8.10.3 In the Lower Sixth, pupils take an introductory workshop on personal safety and self-protection. There is the opportunity to follow a longer, certified self-protection course in the Summer Term.
- 8.10.4 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.

## 9. Involving Parents and Carers

- 9.1 Of all areas of education, the College are aware that it is this domain which we share most overtly with parents. With this in mind, the College have seen it essentially as a course which complements the natural upbringing that parents or carers give their children.
- 9.2 An annual RSE consultation is held to which all parents are invited and the Head of PSHEE, RSE & SMSC is present at specific year group parent briefings.
- 9.3 Parents have the right to request that their child be withdrawn from some or all of sex education as part of statutory RSE. The College will communicate to parents about their right to withdraw their children in the Shell Parents Handbook.



- 9.3.1 If parents wish to exercise this right they should inform the Deputy Head (Pastoral), the Head of PSHEE, RSE & SMSC and their child's HM in writing.
- 9.3.2 Before granting any such request, the College will discuss the request with the parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 9.3.3 A child can be withdrawn up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, the College will make arrangements to provide the child with sex education during one of those terms.
- 9.4 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.
- 9.5 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, and supporting resilience.
- 9.6 The College will encourage discussion of topics at home by keeping parents and carers informed about the PSHEE programme.

## 10. Policy Review

- 10.1 This policy is reviewed annually, or sooner if there are statutory guidance updates.
- 10.2 Wherever possible, pupils are included in the review process.
- 10.3 This policy supports the following policies:
  - 10.3.1 Behaviour Management Policy
  - 10.3.2 Countering Bullying Policy
  - 10.3.3 Relationships and Sex Education Policy
  - 10.3.4 Safeguarding and Child Protection Policy
  - 10.3.5 Spiritual, Moral, Social and Cultural Education Policy

## 11. Version Control

Author:	Head of PSHEE, RSE & SMSC
Approved by:	The Master
Date:	Summer 2023
Review Date:	Summer 2024
Circulation:	A-Z Policies, College website

## Appendix A: Composition of the Health Education Committee

Chair	Mr E Nightingale
Head of Boarding	Mrs J Hodgson
School Medical Officer	Dr A Collings
Medical Centre Manager	Ms S Jones
Lead Counsellor	Ms K Houghton
One Housemaster	Mr C Harrison (Summerfield)
One Housemistress	Mrs H Cox (Elmhurst)
One Dame	Mrs M Presley (Morris House)
Chaplain	The Reverend T Novis
Head of Shell	Mr W Gibbs
Head of Biology	Mr T Birkhill
Head of SMSC, RSE & PSHEE	Mr J Hodgson
Director of Sport	Mrs R Horton