

## PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) POLICY

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Approved By:	<b>Child Protection, Welfare &amp; Boarding Committee</b>
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The Governors and staff at Trent College are committed to providing all pupils with a safe, secure, stimulating and healthy environment in which to be educated. It is our firm belief that maintaining a positive environment and providing a high quality broad and balanced education is essential so all pupils can flourish at school and in later life. Our PSHE programme is one aspect of this 'high quality broad and balanced education' which supports the achievement, development and wellbeing of each pupil.

We are committed to promoting and supporting positive pupil mental health and wellbeing through our policies and practice. Our first consideration, as professional, adult practitioners, will be how our actions support and promote the wellbeing of every child.

### The Aims of the PSHE programme

Our PSHE programme is a fundamental aspect of the personal development of all our pupils and is taught throughout Years 7-13. Our PSHE programme is designed to:

- facilitate positive outcomes for every child
- prepare every pupil to make a positive contribution to society in later life
- promote the school's aims and ethos
- promote positive values and integrity in all aspects of behaviour
- foster a culture of mutual respect and understanding
- nurture and embed the pupils' understanding of, and commitment to:
  - equality and diversity
  - eradicating discrimination of any kind
  - respecting the rights and beliefs of the individual
  - seeking to understand conflicting beliefs and values
  - making a contribution to ensuring that society is free from abuse, harassment or bullying of any kind
  - developing a healthy lifestyle in both the digital and real-life domains
  - the active promotion of Fundamental British Values
  - ensuring compliance with guidance relating to political impartiality
- further strengthen our child protection and safeguarding arrangements
- promote the spiritual, moral, cultural, intellectual and physical development of pupils
- prepare pupils at the school for the opportunities, challenges, responsibilities and experiences of later life
- consolidate positive relationships within the school and between the school and wider community so pupils are aware of the benefits of community cohesion and the school's engagement with the outside community

- educate on matters relating to personal development and wellbeing and encourage pupils to think critically towards and discuss issues relating to them and come to informed decisions after evaluating various risks involved
- encourage pupils to be independent and responsible members of the school community and to respect the characteristics of others as stipulated in the Equality Act 2010
- develop the self-confidence and self-esteem in pupils so they make informed choices regarding personal and social issues
- build on content covered within the wider curriculum and pupils' experiences inside and outside school so they develop their confidence, character and resilience.
- ensure that pupils have the best possible education in health, sex and relationships which is fully compliant with current guidance (see Relationships & Sex Education Policy).
- reflect changes in societal norms and government guidance

PSHE education is essential to promoting pupils' wellbeing and enabling them to flourish. With the simple mantra of 'feel good in order to do good' PSHE is delivered by a pupil's own tutor in small groups as well as larger talks with key members of the welfare team and external speakers

### **Organisation and Management**

There is a Head of PSHE who oversees the delivery of PSHE throughout Years 7-11 and liaises, when necessary, with Sixth Form Heads of Year who manage the Sixth Form Programme. The Head of PSHE:

- Keeps up to date with new developments and requirements in PSHE
- Plans and resources lessons that have key learning objectives and have an academic feel to them.
- Orders, organises and maintains appropriate resources
- Ensures that resource materials are up-to-date and readily accessible
- Liaises with outside agencies and other appropriate health professionals so we have a balance of Trent and external staff feeding into the programme
- Keeps members of staff up to date with new developments and requirements through meetings and training
- Provides support and advice to staff where needed
- Monitors the quality of PSHE teaching to ensure it is consistently high
- Maintains and develops schemes of work for Years 7-11
- Liaises with the Head of Year 12 and the Head of Year 13 to ensure there are appropriate schemes of work for our 6<sup>th</sup> form
- Conducts pupil surveys regarding PSHE content, relevance and value; subsequently using the results to refresh the programme
- Arranges parent briefing sessions as required.
- Ensure the Designated Safeguarding Lead is fully involved in the programme so our pupils are educated in child protection matters and preventing radicalisation as part of 'staying safe' throughout their time at Trent and in later life.
- Ensures that there are suitable processes in place to evaluate pupil progress.

### **Inclusion**

Activities will be planned and differentiated to enable all pupils to participate and learn from the PSHE curriculum. Open discussion is encouraged so pupils are given the opportunity to contribute their views and to listen to the views of others with mutual respect being a feature common across all year groups and all lessons.

The school is fully committed to ensuring that pupils receive a clear and appropriate education regarding all protected characteristics. The anti-discrimination pledge is an important part of our work to eradicate all forms of discrimination. We recognise that gender identity, sexuality and race are issues in which pupils provide continuing educational guidance.

### **Monitoring and Evaluation**

The Head of PSHE will monitor coverage and balance of the PSHE programme in terms of its content, delivery and integration within the overall curriculum. They will also evaluate the impact of school PSHE provision in consultation with teachers, tutors, parents and pastoral

managers. Their findings will be used in planning the structure of the overall timetable, staffing of PSHE and budget allocation. The PSHE scheme of work has the flexibility to be adjusted from time to time to address any significant and unforeseeable needs of the pupils.

The Head of PSHE will liaise with appropriate staff to ensure that the PSHE programme is developed with regard to best practice and government guidance.

In addition to PSHE sessions we are:

- Providing a very high standard of pastoral care for the individual pupil so they feel listened to, understood and valued.
- Working in close partnership with parents in the best interests of their children.
- Providing an excellent standard of welfare provision so we fully support the well-being of pupils and staff.
- Structuring our overall curriculum to encourage the pursuit of wellbeing through our emphasis on mindfulness and positive education principles.
- Providing clear policies and rules on, amongst other things: anti-bullying, tackling extremism and radicalisation, child protection, behaviour management, sexual health, physical activity, smoking, drugs and alcohol.
- Encouraging a responsible approach to personal security and organisation;
- Providing a campus with effective Health and Safety arrangements so that activities are safe within a comprehensive risk assessment framework.
- Educating our pupils on the appropriate use of technology and online risks.
- Providing pupils with a healthy, balanced diet in line with our Healthy Eating Policy and giving them an opportunity to feedback on the meals on offer.
- Encouraging participation in a wide variety of activities & games and through doing so develop skills and interests in healthy pursuits.
- Promoting, throughout school life, the fundamental British values of democracy, the rule of law and mutual respect for those of different faiths and beliefs.
- Providing for the well-being of pupils and staff with a culture of care, respect and support for the individual founded on the Christian values of our school.

There are some common themes that are covered in greater depth as pupils progress through school. Most of these are delivered with the support of specialists in this area (e.g. sexual health related matters by the School Nurse; mental health matters by the School Counsellor, Safeguarding, CSE and Anti-Radicalisation by the Designated Safeguarding Lead). Such topics are reinforced by tutors; some topics are delivered by tutors (provided they are confident to do so).

PSHE is a valuable strand in our positive education programme. It will focus on developing a growth mindset and challenge the pupils to develop an open, courageous and positive approach to life's varied challenges.

In line with the principles of positive education, the following dimensions are considered in the development of the scheme and resources.

We are committed to ensuring that our provision is accessible and jargon free so that the pupils can focus on the themes and debates that are covered.

The positive education principles that inform our choice of resources and the manner of delivery are as follows:

<b>Positive Health</b> <ul style="list-style-type: none"> <li>• <i>'Focus on developing sustainable habits for optimal physical and psychological health. The quest is to help develop broader healthy behaviors in terms of exercise, nutrition and sleep'</i></li> </ul>	<b>Positive Relationships</b> <ul style="list-style-type: none"> <li>• <i>'Explore the importance of connectedness and strong relationships for wellbeing and building a strong community'.</i></li> </ul>	<b>Positive Purpose</b> <ul style="list-style-type: none"> <li>• <i>'Understanding and believing in something greater than the self and deliberately engaging in activities for the benefit of others'.</i></li> </ul>
<b>Positive Emotions</b> <ul style="list-style-type: none"> <li>• <i>'To develop a stronger understanding of emotions and to foster positive emotions such as joy, love, gratitude and contentment'.</i></li> </ul>	<b>Positive Engagement</b> <ul style="list-style-type: none"> <li>• <i>'Immersion in activities through understanding the nature of engagement, the pathways to it and the impact on individual wellbeing'.</i></li> </ul>	<b>Positive Accomplishment</b> <ul style="list-style-type: none"> <li>• <i>'Support all members of the school community to embrace challenges with grit, determination, hope and a willingness to learn from their experiences'</i></li> </ul>