



# PERSONAL, SOCIAL, HEALTH AND ECONOMIC WELLBEING POLICY

## Senior School

<b>Governors' Committee normally reviewing:</b>	Academic Committee
<b>Date last formally approved by the Committee :</b>	Spring Term 2018
<b>Date policy became effective :</b>	November 2010

<b>Period of Review:</b>	Three years
<b>Previous Review Dates:</b>	September 2013, March 2014, March 2015
<b>Date of Next Review:</b>	Spring Term 2021

<b>Person responsible for implementation and monitoring :</b>	Headmaster HoD PSHE Deputy Head (Academic) Deputy Head, Welfare
<b>Other relevant policies :</b>	<ul style="list-style-type: none"><li>• Curriculum Policy</li><li>• International and Global Citizenship Policy</li><li>• Learning and Teaching Policy</li><li>• Spiritual, Moral, Social and Cultural Development of Pupils Policy</li><li>• Work Education Policy</li></ul>

## **The following Policy encompasses the Aims and Ethos of the Senior School**

**Mr Chris Townsend  
Head, Senior School**

### **Aims and Ethos**

#### **SAFEGUARDING STATEMENT**

***Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.***

#### **EQUAL OPPORTUNITIES STATEMENT**

***The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.***

# PERSONAL, SOCIAL, HEALTH AND ECONOMIC WELLBEING POLICY

## 1. INTRODUCTION AND THE PSHE PHILOSOPHY: CENTRAL TO THE DEVELOPMENT AND WELLBEING OF YOUNG PEOPLE

Personal, Social, Health and Economic Education (PSHEe) is an aspect of the Felsted curriculum that is a central part of the provision made for all pupils.. The Personal Wellbeing part of the curriculum is taught as part of the curriculum in PSHE lessons in years 9-11, as well as in tutorials and house groups in all years. Economic Wellbeing and Financial Capability is covered by a series of lectures and follow-up work in tutorials and also links to the Work Education and Lower Sixth Enrichment programmes in the Sixth Form. The following derives from the PSHE Association website ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)) and the National Curriculum webpages on PSHE.

The aims of this curriculum place personal development and the acquisition of personal, learning and thinking skills at the heart of the curriculum and reflect the Every Child Matters outcomes, which state that the PSHE and wider curriculum should enable all young people to become:

successful learners who enjoy learning, make progress and achieve... confident individuals who are able to live safe, healthy and fulfilling lives....responsible citizens who make positive contribution to society...

Felsted's philosophy is that PSHEe is central to the development and wellbeing of young people. The school takes a broad holistic view of education and sees it as a core task to develop young people to prepare them for life after school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically, allowing them to relish challenge and cope with complexity and uncertainty. In this pupils are expected to take responsibility for their own learning, to develop self-knowledge and understanding, capacity to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society.

The key concepts for 'Personal Wellbeing' are:

- Personal identities
- Healthy lifestyles
- Risk (and managing risk)
- Relationships
- Diversity

And in 'Economic Wellbeing and Financial Capability' they are:

- Career
- Capability
- Risk (and managing risk)
- Economic understanding

## 2. THE CHARACTERISTICS OF THE FELSTEDIAN

The PSHEe curriculum is within a context of shared values about the characteristics of Felstedians, developed as whole school in late 2008 and early 2009. A survey of all pupils and parents, staff and Governors at that time produced a rounded picture of what the Felstedian characteristics are and PSHEe plays a key role, along with subject teaching and the co-curriculum, in developing these in every individual.

A summary of the characteristics of the Felstedian is provided as an Appendix to this Policy (**Appendix 1**). The PSHEe programme addresses very many of these qualities.

### 3. GOVERNMENT GUIDANCE AND ADVICE

*The PSHEe programme at Felsted has also been developed, and revised, in the light of specific PSHEe Government guidance.* In particular, personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two non-statutory PSHEe programmes of study at key stages 3 and 4: personal wellbeing, and economic wellbeing and financial capability.

The programmes of study are also based on:

- The Every Child Matters outcomes: PSHEe education plays an important role in School's contribution to the five outcomes of Every Child Matters (ECM), and their statutory responsibilities to:
  - promote the wellbeing of children and young people
  - achieve the aims of the whole curriculum
  - promote community cohesion
  - provide careers education and sex education.
- The existing frameworks and guidance in PSHEe. It should be noted that Personal, Social, Health and Economic education (PSHEe) became part of the National Curriculum in 2011.
- Emotional Intelligence, including self-awareness, social awareness, self-management, relationship management.
- Sex and Relationship Education Guidance July 2000 DfEE 0116/2000 and the policy paper on relationships education, relationships and sex education, and personal, social, health and economic education March 2017
- Spiritual, Moral, Social and Cultural Development Statutory Guidance (SMSC) as set out in the Education (Independent School Standards) (England) Regulations 2003: see also 'Promoting and Evaluating Pupils' spiritual, moral, social and cultural development', 2004; 'Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils' – Non-statutory guidance for Independent Schools, 2009; and Guidance on SMSC requirements for Independent Schools 2014 via Gov.uk;

It is worth outlining the SMSC goals (see also the SMSC Policy):

2a Enable pupils to develop their self-knowledge, self-esteem and self-confidence

2b Enable pupils to distinguish right from wrong and to respect the law

2c Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life

2d Provide pupils with a broad general knowledge of public institutions and services in England

2e Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

- The 5 Rs and the Felsted Philosophy of Learning are central to the PSHEe programme and incorporate the following:
  - Readiness to learn in different ways and be positive and well-organised

- Resourcefulness in approach to learning
  - Resilience so that difficulty can be overcome
  - Responsibility for decisions and learning
  - Reflectiveness so that ideas and skills can be drawn out of experience
- PSHEe is also linked to many school policies; four important elements of PSHE are:
    - Sex and Relationships
    - Substance use and misuse
    - Behaviour management and anti-bullying.
    - Race equality and Equal Opportunities policies.

Each of these has its own policy but this policy draws many aspects of them together.

#### **4. AIMS**

The Felsted PSHEe programme aims to:

- Develop further Felstedian characteristics as identified in Appendix 1 and The Felsted Philosophy of Learning.
- Address the statutory PSHEe programmes of study
- Address the Every Child Matters (“ECM”) matters agenda and the five aspects of the Spiritual, Moral, Social and Cultural (“SMSC”) statutory requirements listed above, as appropriate, as well as aspects of Social and Emotional Aspects of Learning (“SEAL”).
- Exemplify a broad, holistic view of education
- Prepare young people for life after school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically, allowing them to relish challenge and cope with complexity and uncertainty.
- Expect pupils to develop self-knowledge and understanding, capacity to reflect and show self-discipline
- Develop confidence, capability and compassion
- Develop a real awareness of how pupils can make a difference in society.

#### **5. PROGRAMMES OF STUDY / SCHEMES OF WORK**

PSHEe equips children and young people with the knowledge and skills to deal with a range of issues they face as they grow up. It covers:

- drugs and alcohol education
- emotional health and wellbeing
- sex and relationship education (SRE)
- nutrition and physical activity
- personal finance
- safety
- careers education
- work-related learning.

Programmes of study are based around the following:

##### **Personal wellbeing**

This programme of study provides a context for schools to fulfil their legal responsibilities to promote the wellbeing of pupils and provide a programme of sex and relationships education and drugs education. It also provides schools with an opportunity to focus on delivery of the skills identified in the framework for SEAL.

At Key Stage 3 and 4 Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. The practice of Mindfulness Meditation is specifically covered in the Year 11 PSHEe programme to help the focus of energy in a positive way and minimise stress.

Key concepts in this strand are:

- Personal identity
- Healthy lifestyles
- Risk
- Relationships
- Diversity

### **Economic wellbeing and financial capability**

This programme of study brings together careers education, work-related learning, enterprise and financial capability. It also provides a context for the school to fulfil in part its legal responsibility to provide opportunities for careers education at Key Stage 3.

At Key Stage 3 and 4 education for Economic Wellbeing and Financial Capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Key concepts in this strand are:

- Career
- Capability
- Risk
- Economic Understanding

The programmes of study should be used flexibly to ensure that PSHEe is appropriate to pupils' abilities and backgrounds, and they should provide opportunities to address real-life and topical issues.

The school aims to deliver the goals of PSHEe guidance through the programmes of study:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthier, safer lifestyle.
4. Developing good relationships and respecting the differences between people.
5. Providing breadth of opportunity.

## **6. ORGANISATION**

### **6a Structure**

The PSHEe curriculum is taught through defined classroom lessons in Years 9 to 11, but also through a range of other related learning opportunities which include the tackling of certain topics through other subject lessons, the Work Education programme for Years 9 to 11, Assemblies, House Assemblies, Tutor meetings, Chapel Services, Work Education days and conferences, CCF, community service, Duke of Edinburgh Award service, expeditions and visits abroad, leadership roles within the House and the school, and a range of other opportunities.

In the classroom, the defined programme is taught with one lesson of an hour per week in Years 9, 10 and 11. It is taught by a number of staff who make a specific team for each year-group.

## **6b Resources**

The Deputy Head, Welfare has developed a Scheme of Work, in collaboration with staff, and a bank of resources and lesson plans; with the appointment of a new HoD PSHE in September 2017, the Schemes of Work are undergoing a rolling review with a specific focus on updating the SRE education to include more focus on healthy relationships, including reference to LGBT+ lifestyles and the safe and healthy use of social media . The school is undertaking ground-breaking work in the understanding of emotional intelligence, in piloting and administering the self-awareness ICT evaluation programme called 'Talking to Crocodiles'.

## **7. MANAGEMENT, MONITORING AND EVALUATION**

It is important that the outcomes for PSHEe are clear and that these are observable. The role of the HoD PSHE is:

- With members of SLT, to ensure that staff are delivering PSHEe as part of the core entitlement of all pupils.
- To monitor the effectiveness of PSHEe as a way of promoting pupil development.
- To evaluate the impact of PSHEe on pupils and to look for ways of improving PSHE delivery in the school and pupil development.

Reflection on the skills learnt in PSHEe and how they can be applied outside the classroom is done by completing a reflection sheet at the end of each lesson, as well as pupils having the opportunity to write their own private thoughts in a journal. End of term assessments are also completed.

## **8. STAFF DEVELOPMENT**

The school recognises the importance of training and keeping staff updated in the latest developments in curriculum and school management. Training is organised yearly by the Deputy Head (Welfare) and Deputy Head (Academic) in consultation with the HoD PSHE to focus on an aspect of PSHE, in negotiation with other staff members.

## **9. REVIEW**

This policy will be reviewed regularly by the Headmaster, Deputy Head (Academic), Deputy Head, Welfare and SLT, and updated as required.

**Ms Rebecca Purdy,  
HoD PSHE**

## **APPENDIX 1 CHARACTERISTICS OF THE FELSTEDIAN**

**What it means to be a Felstedian:  
developed by the whole school community 2008-2009**

### **AMBITIOUS, MOTIVATED AND ACCEPTING CHALLENGE**

- **Accepting and relishing challenge**
- **Aiming for self-fulfilment**
- **Making the most of opportunities**
- **With a sense of adventure**
- **Highly motivated**
- **With clear goals**
- **Ambitious and aspirational**
- **Making good decisions / with good judgement**
- **Aiming at University**
- **Hard-working**
- **Outgoing**
- **Enthusiastic**
- **Vibrant**
- **Inspirational**
- **Self-motivated and with initiative**
- **With courage and spirit**

### **WITH A LIFE-LONG LOVE OF LEARNING**

- **An independent thinker**
- **Well qualified / maximising their talents**
- **With a life-long love of learning**
- **With a life-long love of sport / wider activities**
- **Creative and imaginative**
- **Still developing**
- **Understanding self and others as learners**
- **Open minded**

### **CONFIDENT, INDEPENDENT AND MATURE**

- **Independent**
- **Self-reliant**
- **Self-confident yet humble**
- **True to themselves but objective and balanced**
- **Comfortable in themselves**
- **With self-belief**
- **Happy and positive**

### **WITH VERY GOOD MANNERS AND SELF-PRESENTATION**

- **Courteous and considerate**
- **Polite**
- **Without arrogance**
- **Well-spoken**
- **Articulate**
- **Well-mannered**
- **Able to converse confidently with any individual or group**
- **With excellent social skills**

### **WITH EXCELLENT LEADERSHIP AND TEAMWORK SKILLS**

- **With the capacity to lead / leadership skills**
- **With excellent teamwork skills**
- **Able to work collaboratively**
- **Accepting responsibility**

- Flexible and adaptable
- With excellent practical skills and organisation

#### **WITH STRONG BELIEFS, VALUES AND PERSONAL QUALITIES**

- With integrity
- Aware of their own spiritual journey / willing to think through their own values and beliefs
- With awareness of religious beliefs / a Christian attitude
- Seeing themselves as part of a wider spiritual community
- Living out their values and beliefs
- With strong moral values
- Spiritually aware
- Honest
- Fair
- Selfless

#### **LIVING OUT THE CONCEPT OF SERVICE TO THE COMMUNITY: UNDERSTANDING OF AND RESPONSIVE TO OTHERS**

- Wishing to make a contribution to society
- Respectful
- Empathetic
- Valuing strong relationships and the community
- Willing to serve others
- Tolerant and understanding of others
- Responsive to others – seeing the best in others
- Supporting others

#### **SELF-AWARE**

- With emotional awareness / awareness of others
- Able to feel and express emotions deeply
- With self-discipline
- Resilient
- Mature
- With the capacity to reflect

#### **WITH A WIDER ENVIRONMENTAL, CULTURAL AND SOCIAL AWARENESS**

- Prepared for the world beyond school
- With strong political and social awareness
- With an understanding of what it means to be a global citizen
- Environmental awareness
- With an awareness of world issues and diverse cultures
- Culturally aware / with an awareness of others' beliefs

#### **WITH A PROPER PRIDE AND SENSE OF COMMUNITY**

- Loyal and proud about the Felsted community
- A pride in their achievements
- Valuing the school
- Promoting the school



