



WINCHESTER
COLLEGE

Traditional Values and PSHEE

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This policy is to be read in conjunction with our Academic Curriculum and our Education and Well-being Policy. Our education programme will encourage courtesy, honesty, frankness, loyalty, tolerance and respect for order. In 2011, the DfE reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.¹” All sections of this policy address **Prevent Duty** and **Counter Terrorism**.

Democracy

Pupil voice is actively encouraged and boarders feel that they have an active role in developing the boarding provision. Pupils have mentors, prefects, tutors, matrons, Housemasters, etc., to go to with their queries, complaints and suggestions. These may be brought up on a daily or weekly basis in meetings with the Housemaster. Prefects hold their own meeting each week, and bring school issues to their weekly meeting with the Headmaster, Second Master and Deputy Head (Academic). The Headmaster is also available to speak to any boy who wishes to see him at 0820 each morning, without appointment, during the week. There are excellent opportunities for boarders to take on responsibilities which will aid their personal growth: as mentors to younger pupils, as members of the House Food Committees, House Library Committees, etc. Where appropriate, they are actively involved in the running of their boarding houses. There are also termly consultations, which usually have a theme, and the Whole School Food Committee meets each term as well, chaired by the Deputy Head or Bursar. Individual House Food Committees meet more regularly and feed information into the Whole School Food Committee. There are also House Food Exchanges, with their findings published in a grid. Any issues arising from the exchanges are immediately looked into by the Catering Manager, and action is taken (staff retraining, etc.) if required. *Quelle* is a pupil magazine that acts as a pupil voice, and pupils are actively involved in taking responsibility for writing articles for *The Wykehamist*, the school magazine published termly. There are many opportunities to debate issues across a whole range of social, political, cultural and ethical topics: Debating in Div (beginning with the Year 9 debating competition), Debating Society, Model UN, English Speaking Union: Churchill National Public Speaking Competition for Schools.

The Rule of Law

The importance of laws, in the context of the class, the school, or the country, is consistently reinforced, as well as when dealing with behaviour. Clear structures of rewards and sanctions provide a framework within which the pupils can develop an understanding of how good laws and rules benefit everyone. See Principles of Boarding, Pupil Rewards and General Behaviour and Discipline.

¹ Prevent Strategy 2011 Ref: ISBN 9780101809221, Cm 8092

Individual Liberty

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Through the provision of a clear context for learning, and a framework of expectations, boundaries are provided within which the pupils are safe and empowered to make choices. Pupils are respected as individuals, and are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through E-Safety talks and follow-up workshops. Much of this development of self-confidence happens in our tutorial style course, Div (*see* PSHEE programme in Div below), which the pupils study for five lessons a week in Year 9 and six lessons a week throughout the rest of their careers here.

Mutual Respect

Mutual respect is at the heart of our values, and is clearly articulated in the Winchester Code. This is to be found on the penultimate page of our Short Roll, which is a small booklet issued to every boy at the beginning of every term. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect with a recognition that there are protected characteristics set out in 2010 Act (a):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

At Winchester we take pride in participating in regular charity events and raising money for particular causes that are close to our hearts. The Community Service (CS) Programme has a very wide range of activities within the local community, helping in schools, hospitals, hospices, care homes and in the Cathedral. Our CS activities also help develop the local environment, the rivers and water meadows. As a school we continuously promote the importance of manners towards others (the school motto is particularly important in this regard) and this is always evident with the boys, whether they are in school or outside school. Additionally we expect parents and carers to advocate the use of manners and respect for others outside school life.

Tolerance of those of Different Faiths and Beliefs

Tolerance is a value that is widely promoted as part of our school ethos. It is also central to school life. We value the diverse ethnic background of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it further educates and supports the understanding of tolerance and respect for the differences in our community and the wider world. Underpinning all of this is a range of curriculum themes, which include a study of diverse cultures, traditions and historical contexts through Div. We place a great emphasis on promoting diversity within the school and wider world. Pupils visit places that are of importance to different faiths, and visitors are invited into school, as appropriate topics are studied. We actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. These values are implicitly embedded through the ethos of our school and curriculum. They are reflected within each area of the curriculum and we are always working on ways that we can ensure that these values are enhanced.

Societies organise many cultural events throughout the academic year and there are some international exchanges with schools around the World. Exchange pupils can come for a term or longer, and indeed some stay on to complete the sixth form and public examinations.

PSHEE Programme in Div

The **Personal, Social, Health and Economic Education** (PSHEE) programme at Winchester College aims to prepare the boys for life by considering a number of areas:

- Personal Development
- Communication
- Relationships & Friendships
- Emotions & Feelings
- Rights & Society
- Health & Well-being, with input from the Biology department on drugs, sex and reproduction.
- Research & making informed decisions
- Basic economic and financial aspects are delivered in formal Maths lessons, where important ideas about personal finance, debt and the effect of compound interest are studied in context. The departmental handbook for the Department of Mathematics sets out the items to be covered and resources available to Maths teachers.

Personal Development	Reflect on, question and assess their own and other people’s values and opinions
	Reflect on and assess their strengths and weaknesses with respect to personality, work and leisure, recognising how others see them
	Identify areas for personal development and review progress in these areas
	Take responsibility for their actions, recognising that actions have consequences

Communication	Communicate confidently with peers and adults
	Present a convincing and well researched idea/argument, taking into account different viewpoints
	Critically evaluate a range of different values and viewpoints
	Be able to give and receive constructive praise and criticism

Relationships & Friendships	Reflect upon what makes a positive relationship/friendship
	Negotiate within relationships and make compromises and resist unhelpful peer pressure
	Recognise the difference between roles within a family and the importance of each role
	Recognise the changing nature of relationships with respect to friends and family

Emotions & Feelings	Identify positive ways of understanding and managing strong emotions (e.g. anger, bereavement, love)
	Reflect on feelings and emotions recognising the role they have in the decisions we make
	Recognise the fact that change (a death, divorce, break up etc.) can have an effect on our mental and emotional health.
	Be aware of ways to cope with this change and know how to seek help

Rights & Society	Demonstrate empathy for people and respect for the differences between people
	Recognise people's rights and responsibilities
	Recognise the power of prejudice and why it must be challenged
	Challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support

Health & Well-being	Know when and how to get help (with health and peer influence and pressure issues)
	Consider the importance of a healthy diet and the role it plays in general well-being
	Recognise what triggers stress for them and how they might respond to it
	Recognise the detrimental effect of sleep deprivation and how it can be managed
	Know the basic facts and laws about sex and sexual development
	Know the basic facts and laws about drugs and risks involved in using them
	Know the basic facts and laws about tobacco and risks involved in using it
	Know the basic facts and laws about alcohol and risks involved in using it
Recognise and manage risk, using knowledge and understanding to make safer choices about a healthy lifestyle	

Research & making informed decisions	Understand the importance of research skills in obtaining knowledge and understanding to further their education and to make informed decisions
	Use and select information, advice and support from a variety of sources
	Analyse and evaluate sources used, recognising bias and inaccuracies in them

Teachers of Div complete PSHE forms each term to record their progress in considering each of these areas. Exemplars of such forms are hyperlinked to the RCI SEF. The Economic and Personal Finance aspects (completing the PSHEE) are embedded in the GCSE Maths curriculum, examples of which

can be seen in the Handbook for the Department of Mathematics. The elements covered in Biology on drugs, sex and reproduction may be found in the Biology departmental handbook.