



WINCHESTER
COLLEGE

PSHEE Policy

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This policy replaces the previous 'Traditional Values and PSHEE' and 'Health, Well-Being and PSHEE' policies. It should be read in conjunction with our Academic Curriculum and Education Policies, Education & Wellbeing Policy, our RSE policy, and Alcohol, Smoking, Illegal Drugs & Harmful Substances Policies and IT Acceptable Use Agreement policies.

What is PSHEE?

PSHEE (Personal, Social, Health and Economic Education) at Winchester promotes the physical, mental, emotional, sexual and social health and wellbeing of pupils. It contains both statutory elements (for example, the teaching of Relationships and Sex Education or RSE and our adherence to the Prevent Duty) and discretionary elements.

PSHEE, especially as explored through Div, also provides pupils with a forum to discuss values, particularly as they relate to democracy, the rule of law, liberty, mutual respect and the tolerance of those with different faiths and beliefs.¹

PSHEE explores how we relate to one another and how to form healthy, safe, respectful relationships. Accordingly, it also explores what makes for unhealthy relationships, what harmful sexual behaviour, harassment and abuse, including FGM, looks like, and lets pupils know that sexual violence and harassment can occur between two children of any age and sex, offline or online, in any context.² The teaching of PSHEE helps to create a school culture where all pupils feel able to discuss what is appropriate, and pupils and staff challenge inappropriate language & behaviour. This is further supported by our [RSE policy](#), our [Child Protection & Safeguarding Policy](#), and our [Discrimination and Equal Opportunities Policy](#).

Finally, PSHEE aims to prepare pupils for the world as they find it: being emotionally literate and thoughtful individuals, being aware of the risks around harmful substances, recognising and challenging inappropriate and offensive behaviour, and being empowered to make safer choices both at school and in the world beyond it.

Effective teaching of PSHEE

Although Winchester does not have standalone PSHEE lessons, the teaching of PSHEE takes place in a number of ways throughout the curriculum. PSHEE is best taught when its topics are not regarded as domain-specific: for example, a commitment to equality and the value of diversity cannot be taught in a single lesson or regarded as a discrete 'topic'. The teaching of PSHEE should be a chance for pupils to connect what might initially seem to be

¹ 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." (Prevent Strategy 2011 Ref: ISBN 9780101809221, Cm 8092) All sections of this policy address Prevent Duty and Counter Terrorism.

² More information about sexual violence and harassment in schools can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

abstract ideas with their own lives, and to discuss sometimes sensitive ideas or topics in safe, structured environment led by knowledgeable staff.

Teachers should be aware that much of the material they will cover in the course of their teaching will connect to areas addressed within PSHEE and should consider how their lessons promote wellbeing and moral development and encourage pupils to explore and respect fundamental British values. Such teaching will consider the needs and interests of all pupils, irrespective of background, ability or learning needs, and when handling particularly difficult or sensitive topics create a classroom climate where regardless of their characteristics all pupils feel their contribution will be respected, and their questions handled with sensitivity and judiciousness. While such lessons may be exploratory, there must be clear, impartial information in relation to the law, human rights and staying safe and healthy.

Likewise, given the vertical nature of tutor groups, tutors should ensure that teaching and discussions are well-guided, age appropriate and any questions or misconceptions are addressed carefully and in light of pupils' prior knowledge and understanding.

Within Div in particular pupils have the chance to explore different cultures, histories and ways of thinking about the world and to more formally assess pupils' development and learning. Div is designed to foster a love of learning for its own sake and a Div teacher will likely see more of any pupil than any of their other teachers, allowing for conversations to be continued across the course of a week, unit of work or term in a more sustained manner.

PSHEE intersects with teaching in timetabled Hours, but also extends into life in boarding houses, where pupils develop personal and inter-personal skills, and into our extra-curricular activities, where we work with each other, push ourselves physically and contribute to wider society. All staff at Winchester therefore have a role to play in the effective delivery of PSHEE and the wider flourishing of the life of the school. Accordingly, all colleagues should know and understand the process of reporting any potential safeguarding concerns.

By its nature, PSHEE may result in pupils seeking advice or guidance: pupils should know that they can access support in many different ways – from their designated tutor to their matron to the Winchester College Medical Centre – and that any staff member may be approached. Likewise, if necessary, staff should feel comfortable seeking guidance on any questions asked where appropriate, and report any safeguarding concerns to the DSL.

How is the teaching of PSHEE carried out?

PSHEE is taught in a number of ways, and the list below is not exhaustive. We provide a structured Personal, Social, Health and Economic education (PSHEE) programme within academic subject lessons, Div, and our programme of PSHEE talks.

- In the classroom: for example, a Mathematics teacher might show the impact of compound interest on borrowing, complementing what a pupil might study in A-level economics; the Biology syllabus covers the physical effects of smoking on the lungs; an English teacher might use *Julius Caesar* to explore political systems or the power of persuasive speech; a History teacher might explore the importance of recognising bias and inaccuracies in sources.
- In Div, where, for instance, pupils are taught via *Recita* and the Kenneth Clark Prize to present a convincing, confident argument; learn how to be critical consumers of information through the development of research skills; and explore rights, responsibilities and the rule of law.
- In a "Tutor Hour", a weekly timetabled lesson in which pupils have the opportunity to meet as a vertical tutor group. These sessions deal with important issues like online life, e-safety, and physical and mental health. A programme of tutor sessions is agreed at the beginning of term, which also include opportunities for tutors to spend time with individual tutees to discuss progress and development, and to reflect on PSHEE seminars.
- Through extra-curricular options: for example, via the personal finance course offered to pupils in VI Book 1 (Year 13); through entrepreneurship opportunities in the Sixth Form and certificated courses in financial literacy; through the Community Service (CS) programme, which promotes an understanding

of the local environment, engagement in the civic community (schools, hospitals, hospices, care homes), and understanding of those with different needs, identities and beliefs.

- Through working with expert speakers and external visitors: we partner with respected organisations who assist us in delivering content around the statutory provision of RSE; but pupils also hear from a diverse range of speakers on a range of themes: whether as part of the Futures programme or as part of PSHEE. For example, pupils have talks on a range of issues, from e-safety, to drugs and addictive behaviours, harmful substances more generally, gambling and addiction, but also on careers and the changing world of work.
- In sport, both through garnering and recognising the benefits of physical exercise to both physical and mental wellbeing; understanding the importance of a healthy lifestyle (delivered as part of the PE programme in Junior Part); and the development of communication, empathy, teamwork and leadership skills (as in our CCF programme).
- In specially designed programmes: *Group* in Junior Part (Year 9) and *Pilot* in Middle Part (Year 10), which provide a forum for pupils to share their thoughts and feelings in a confidential and caring environment.
- Through surveys which assess pupils' knowledge, understanding, interests and attitudes, and through more formal assessment (within Div and elsewhere) where appropriate.
- Up-to-house, where pupils are supported by Housemasters, Matrons and Tutors to learn through experience, discussion and reflection what it means to be part of a community; to build strong friendships; to take responsibility for their actions and the consequences of those actions; to look after themselves and others; and to flourish.
- Within staff training, at INSET and within workshops, which cover a range of topics, to ensure that staff knowledge is up-to-date.

The school also runs a series of seminars for parents and carers on topics such as study skills, drugs and alcohol, RSE and pupil mental health, which include suitable materials to continue the conversations begun at school.

How does the school approach the teaching of fundamental British values?

The DfE defines the fundamental British values as: democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs. The list below is again not exhaustive; instead it highlights some of the ways in which pupils develop a rich understanding of what it means to be a citizen in a participatory democracy, enhanced by the emphasis in Div on exploring other cultures, time periods and civic systems.

Democracy	<p>Students explore all kinds of political systems both within Div and within their timetabled Hours. The teaching style at Winchester is highly discursive and participatory, and debating (beginning with the Year 9 debating competition) is a feature of many strands of life, including Model UN and national speaking competitions. Students explore radicalisation and extremism in many contexts: for instance, through the comparative literature of Sophocles' <i>Antigone</i> to Kamila Shamsie's <i>Home Fire</i>.</p> <p>There are multiple forums for pupils to play an active role in shaping house and school life: from the weekly Prefects meeting, to the pupil PSHEE council, to magazines like <i>Quelle</i> and <i>The Wykehamist</i>; food councils (whether House or whole school) meet regularly, with findings published swiftly. EqualitySoc and Sustainability Society provide opportunities for pupils to explore current issues in civil society. More broadly, CS and CCF emphasise the importance of participating in society, working with others, and developing civic virtues. The Headmaster is also available to speak to any boy who wishes to see him at 08:20 each morning, without appointment.</p>
The rule of law	<p>The importance of the rule of law 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</p>

	<p>everyone. Discussions about justice, ethics and the law take place in T&P, Div, and at the school's regular LawSoc meetings.</p> <p><i>See Principles of Boarding, Pupil Rewards and General Behaviour and Discipline.</i></p>
Individual liberty	<p>Pupils are actively encouraged to know, understand and exercise their rights and personal freedoms, and to explore the relationship between rights and responsibilities (and where competing rights may come into conflict with one another). Through a framework of clear expectations, well-defined boundaries, and support from adults they know well and trust, the school enables pupils to make their own choices – whether academic, extracurricular, or more broadly. Pupils explore risk-taking behaviours and the possibility of harm through PSHEE; discuss boundaries and acceptable behaviour with pastoral staff, for example in JP Group; and are offered the choices and opportunities to develop themselves as individuals through a full and varied extracurricular programme.</p>
Mutual respect	<p>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.</p> <p>Throughout their school life, pupils learn that their behaviours have an effect on their own rights and those of others, and nowhere is this more clearly seen than in boarding houses.</p> <p>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 the 2010 Act (a): • <i>Age</i> • <i>Disability</i> • <i>Gender reassignment</i> • <i>Marriage and civil partnerships</i> • <i>Pregnancy and maternity</i> • <i>Race</i> • <i>Religion and belief</i> • <i>Sex</i> • <i>Sexual orientation</i></p> <p>A robust system of appropriate sanctions, found in the Winchester Code, is the response to any discriminatory language or behaviour.</p> <p>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.</p>
Tolerance of those of different faiths, beliefs and backgrounds	<p>Winchester is made up of many diverse national, regional, religious and ethnic identities from both the UK and across the world. The school environment is a cosmopolitan one and pupils also have the opportunity to explore the wider world, whether in school trips and society visits or by going on or hosting exchanges.</p> <p>The school has both Christian and lay chaplains; Faith Circles, during which time those of all faiths and none are able to participate in observance. Chapel services are an important part of communal life.</p> <p>In Div pupils explore a range of cultures, traditions and historical contexts, being encouraged to think beyond the reference points of the Western cultural canon; the same is true in other subjects, whether History, English, Art or Music. Pupils hear from a wide range of external speakers and there are active societies and clubs of all political persuasions; any pupil, member of staff or parent expressing extremist views is challenged by staff.</p> <p>The Diversity & Inclusion Working Group, chaired by the Second Master (teaching staff) and the Bursar (non-teaching staff), meets regularly, surveys pupils and staff about diversity & inclusion and provides staff professional development to advance the promotion of tolerance and respect for all.</p>

The teaching of these values is both informal and recorded in lesson observation forms and surveys completed by Div teachers.

How is the teaching of PSHEE supported in the school?

- Through the supporting school policies, [which can be found here](#). The teaching of Relationships & Sex Education is specifically articulated in [our RSE policy](#).
- Through The School Rules and the various disciplinary policies of the School: thus pupils know that there will be disciplinary consequences if they choose to abuse drugs, alcohol and tobacco or to behave in physically, verbally or sexually inappropriate ways, as well as being educated about the impacts of these sorts of behaviours on themselves and others.
- Through the advice and support of pastoral staff, both teaching and non-teaching, including the school's Safeguarding team and our pupil counsellors.
- Through the advice and support of Medical Centre and School Doctors
- Through the advice and support of staff in PE centre and sports staff
- Through the accountability of boys: whether to themselves, their peer group, their Tutors, their Matrons or Housemasters. We teach boys to honour their commitments, to be emotionally literate and reflect on their own development; to develop and stick to healthy habits including physical exercise and a balanced diet; to achieve a balance between work and other interests; and to hold themselves to high standards of behaviour, supporting and challenging them if they fail to meet such standards.

How is the teaching of PSHEE recorded and assessed?

- Pupils are asked for their views before PSHEE workshops - via anonymous surveys, for example – and they have the opportunity to ask questions. The curriculum is designed to build on pupils' prior knowledge.
- Tutors and other staff members utilise questioning and other assessment techniques to explore pupils' learning
- Regular surveys are conducted both to ascertain pupil wellbeing (for example, in the areas of diversity & inclusion) and to ascertain the effectiveness and impact of PSHEE teaching
- The Second Master carries out termly Consultations and meets regularly with the Head of PSHEE
- Feedback is sought on all aspects of the PSHEE programme both from individual pupils and teachers, and via the PSHEE Pupil Council, which meets half-termly
- As part of Div, pupils explore a range of issues relating to PSHEE in both discussion and written work
- To ensure that PSHEE reflects the needs of pupils, the Head of PSHEE, Second Master and wider pastoral support team work closely together in evaluating the curriculum and identifying pupils' needs
- Teachers of Div complete PSHEE forms each half-term to record their progress in considering each aspect of PSHEE teaching and feedback is sought from staff on PSHEE provision