Personal, Social, Health and Economic Education Policies and Practice

Personal and Social Development Education at Shrewsbury School

Introduction
The following paragraph taken from the school’s boarding principals, underpins our PSD provision. ‘The expected code of behaviour at Shrewsbury is based on common sense and common courtesy, and a reciprocal sense of trust between staff and the pupils. Salopians are asked to pursue their own goals with ambition but with respect for others; they are asked to treat others with sympathy, understanding and tolerance, they are asked to respond positively to the demands that community life places on them’

Everything a person knows, understands, feels and does is part of his moral and social development. This development is seen as forming a significant element running through and across subject boundaries, work and leisure. We are preparing pupils for a world which demands more than paper qualifications – self-knowledge, self determination, empathy, the ability to communicate assertively and to get along with others, the resources to cope with life’s ups and downs (including failure, stress, aggression and confusion), the knowledge and courage to be a responsible citizen and an honourable member of a family or an organisation – all these things are important in forming the whole person. It is essential that the school’s approach in these matters, supported by specific policies on such issues as bullying, discipline, RSE, drugs and alcohol, is shared by everyone who takes an active part in the community.

Staff (academic and support, particularly matrons), staff spouses, parents and governors alike have their role to play in ensuring consistency and care.

Policies and approaches are reviewed regularly by teams appointed as appropriate by the Headmaster, assessing effectiveness and taking account of current trends and government requirements.

PSD in practice
Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) and Health Education for all pupils at Shrewsbury School.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education).

A broader PSHE programme should also cover economic wellbeing, careers and enterprise education (supported at Shrewsbury School by the Head of futures), as well as education for personal safety, including assessing and managing risk.
Our Programme of Study sets out learning opportunities for 3rd, 4th and 5th form pupils based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING
CORE THEME 2: RELATIONSHIPS
CORE THEME 3: LIVING IN THE WIDER WORLD

COVERING THE STATUTORY CONTENT

The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of ‘Living in the wider world’ is not included in statutory requirements, the theme as a whole remains vitally important for pupils’ personal development and economic wellbeing, as well as in supporting the School to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

PSHE education addresses both pupils’ current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education. The Programme of Study identifies a broad range of important issues, but we aim to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that our programme reflects the universal needs of all children and young people, as well as the specific needs of the pupils at Shrewsbury School. It is important that pupils recognise their PSHE education as relevant and applicable across many important areas of their lives. Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. We therefore attempt to ensure that all information used to develop pupils’ knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

The Tutor Period

The tutor period primarily gives pupils a weekly opportunity on Wednesday mornings (for Third to Fifth Form) to focus on the academic aspects of their life at Shrewsbury. Tutors will therefore discuss reports and general academic progress and issues, but it will also be an opportunity to see how things are going generally in each pupils life, and tutors are very much encouraged to get to know their tutees as well as possible. Tutors will refer as appropriate to e.g. housemaster and chaplain.

Some areas of the taught PSD lesson will be supplemented with additional resources given to lower school tutors to use with their tutees.

Within the Curriculum

The aims

• To promote a healthy lifestyle with positive activities.
• To raise students’ understanding of the world they live in as to enable them to develop their self-knowledge, self-esteem and self-confidence;
• To help pupils to make decisions based on accurate, adequate and balanced information.
• To increase pupils’ awareness of the influence and pressures upon them.
• To encourage young people not only to examine critically their social and environmental situation and to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those within the school community, living and working in the locality of the school, and to society more widely
• To minimise the risk of harm to themselves and others. This involves giving the necessary information to improve their chances of staying healthy, without condoning potentially harmful activities.
• To give basic understanding of economic responsibilities
• To provide an opportunity to articulate their feelings and justify them.
• Actively 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
• To allow opportunity for pupils to acquire a broad knowledge of and respect for the public institutions and services in England:

• Through schemes of work the pupils are given the opportunity to learn how to distinguish right from wrong and to respect the civil and criminal law of England; The approach
• The aim of each lesson is made clear (cf. lesson plans), and pupils are given a chance to reflect on what they have learned, exploring the implications of this in their lives.
• Various methods are used in the promotion of learning: talks, films, discussions, quizzes and other exercises. The aim is not only to impart information but also to develop ‘life skills’ such as decision-making, assertiveness and communication skills. We do not favour a didactic approach or the ‘shock horror’ technique, which tends to glamorise risk-taking behaviour.
We believe that knowledge empowers pupils to act more thoughtfully, both now and throughout their lives.
• The teaching of PSD, regardless of topic is done so with the Equalities Act 2010 and the nine protected characteristics firmly in mind.

• age
• disability
• gender reassignment
• marriage and civil partnership
• pregnancy and maternity
• race
• religion or belief
• sex

• Ground rules of no derision, listening to others and appropriate confidentiality apply throughout, and are made clear whenever necessary.
• Delivery is by a small team of teachers from (in theory) different disciplines in the rest of the school.
• The Head of PSD offers guidance and help to teachers in those aspects relating to drugs and sex delivered in the programme (physical, legal, psychological, sociological, including current social trends).
• Other agencies are consulted (nurse, doctor, counsellors, specialist organisations) when necessary, to ensure that staff as kept up to date and appropriately informed, and that pupils’ individual needs are addressed as far as possible (this may involve referral).
• Some aspects of our PSD provision are taught through cross curricula links.

For example:

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<thead>
<tr>
<th>Geography</th>
<th>Understanding the Shewsy</th>
<th>Understanding social responsibilities and encouragement of charitable involvement.</th>
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<tbody>
<tr>
<td>PE</td>
<td>Healthy Eating</td>
<td>Introduction to appropriate diet and the impact of what we eat on our bodies.</td>
</tr>
<tr>
<td>P&amp;T</td>
<td>Respect for the Rule of Law</td>
<td>Understanding how and why laws are made and the potential conflicts between the individual and society.</td>
</tr>
<tr>
<td>History</td>
<td>The Institutions of the UK</td>
<td>An investigation into the origins, evolution and current structures of our key political and religious institutions.</td>
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<tr>
<td>Maths</td>
<td>Money and Me</td>
<td>Explanation of basic financial terms and structures and an opportunity for ‘life simulation’.</td>
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• Staff involved are likely to have counselling / listening skills and will seek to create an atmosphere in which pupils feel comfortable talking about the subjects in hand; they will know how to handle disclosure and personal questions.
• Staff have access to training via the school counsellor and can take part in Listening Skills and Mental Health First Aid qualifications which the school runs each year,
• Any visiting agencies are aware of and conform to the School’s policies and approach.
• Staff who do not teach the programme have access to PSD material on the share drive.
• Pupils have access to extra material outside of lesson time. Each topic comes with recommended agency websites which the pupils can turn to for extra support.
• They may also find additional information in the library.
• Housemasters may request material from the Head of PSD as appropriate or access the share file independently.
• Students are encouraged to speak privately to staff should they need to.

Breadth
• PSD and Life skills is a whole school activity and as such even its delivery through the curriculum is not restricted to the PSD faculty alone. All faculties deal in one sense or another with matters concerning personal development. More specifically, the Philosophy and Theology Faculty contributes significantly to all pupils’ personal, social, moral and spiritual development. All the pupils follow a course of Philosophy and Theology (PhiT) in the Third Form.
Issues of personal growth and development are also covered in aspects of Biology whilst Geography touches on ‘global citizenship’ issues. Where possible the timing of PSD is relevant cross circularly. E.g. Sexual Health lesson are covered at the same time as human reproduction in the Biology faculty.

• The House/ tutor system is also inevitably pivotal in this area of a Shrewsbury pupil’s education. For further information, please refer to individual House policy statements and Handbooks.
Material and lesson plans for the PSD programme can be found in the shared m: drive and also from the Head of PSD on OneNote.

Chapel
The Chapel program exists for a number of reasons and has a number of purposes. One is to contribute to the moral and spiritual growth of pupils (understood in the broadest, non-confessional sense), helping them:
• To shape their everyday lives, informed by moral and spiritual beliefs and commitments;
• To reflect on the connections and discrepancies between their beliefs and commitments and their lifestyles; and
• To focus on the question, ‘How shall we live?’ This may happen through the sermons and talks that form part of almost all the compulsory services in the Chapel, which tend to cover moral and social issues as well as more specifically religious ones. Weekday talks tend to be less devotional than those given on Sundays.
It is possible that the Chapel ‘programme’ gives spiritual experiences or the resources to reflect on, understand and respond to such experiences which take place elsewhere.

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