



# PSHE (Personal, Social, Health and Economic) Education Policy

Policy date:	September 2022
Date of next review:	September 2023
Owner:	Deputy Head (Academic)
SLT committee responsible:	-
Intended audience:	Parents, teaching staff
Location:	School portal and website

## 1. Aims of the PSHE / Wellbeing Programme

1.1 At Haileybury, PSHE is taught through what the School refers to as our Wellbeing Programme. The values and ethos of Haileybury are central to the Wellbeing Programme. In the School's ethos statement, the following aims are set down:

- to provide a spiritual, ethical and intellectual framework within which fundamental issues are explored and informed choices made;
- to nourish a respect for individuals of all ages;
- to encourage a willingness to help others;
- to foster excellence in scholarship and academic studies;
- to be fundamentally a happy and purposeful school;
- to offer an experience rich in variety, challenge and reward.

1.2 Wellbeing at Haileybury also reflects the five outcomes of the Every Child Matters Agenda. In this, pupils will develop values, attitudes, knowledge, skills and understanding in order to meet the Government's aims for every child, regardless of background or circumstance, which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic wellbeing.

1.3 Additional aims of the Wellbeing Programme at Haileybury are as follows:

- to support and develop the self-esteem of all pupils;
- to encourage care and respect and responsibility towards others;
- to promote values of inclusion, diversity and equality for all;
- to develop skills for building healthy, respectful relationships focusing on family and friendships, in all contexts, including online;
- to develop essential understanding of how to be healthy with a focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex;
- to foster pupil wellbeing and develop resilience and character, and knowledge and capability to take care of themselves and receive support if problems arise;
- to recognise the worth of pupils' own and others' achievements;
- to enable pupils to take increasing responsibility for their own learning and behaviour;
- to prepare pupils for future vocational opportunities.

1.4 This policy should be read in conjunction with the following policies: *Countering Bullying, ICT Acceptable Use, Equal Opportunities, Fundamental British Values, Rewards, Behaviour and Sanctions* and *Safeguarding Children and Child Protection at Haileybury*.

1.5 A number of government documents inform this policy including:

- [Mental Health and Behaviour in Schools.](#)
- [Promoting Fundamental British Values as part of SMSC in schools.](#)
- [SMSC requirements for independent schools.](#)

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education.](#)

## 2. Overview of the Wellbeing Programme

2.1 The overarching concepts developed through the Wellbeing Curriculum across the years are:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- **Relationships** (including different types and in different settings, including online).
- **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) **and safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).
- **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
- **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
- **Career** (including enterprise, employability and economic understanding).

2.2 A copy of the Wellbeing Curriculum can be found [here](#).

## 3. Wellbeing outside the classroom

3.1 As a boarding school, Haileybury is advantageously placed to provide opportunities to assist with the personal, social and health related education of the pupils. Almost every aspect of life at Haileybury - be it formal lessons, discussion of a report with a tutor, rehearsing a play, relaxation time in-house or activity on the sports fields - involves the development of a pupil's moral, social and personal sensibilities. The following list, which is by no means exhaustive, indicates areas of Wellbeing currently addressed outside the formal taught Wellbeing Curriculum at Haileybury:

3.2 **Visiting speakers** - Wellbeing at Haileybury is further enhanced by a programme of visiting speakers on a variety of topics.

3.3 **Tutorial Programme** - Pupils in all year groups are in a House based tutor group of around ten pupils. They meet with their tutor formally on a weekly basis and informally around the School such as in boarding houses, in Dining Hall and at events. The tutorial programme links in to the wellbeing provision and allows diverse topics to be addressed and discussed in small groups. This is particularly useful when helping pupils in making the transition between year groups, setting targets, reflecting on progress, both in an academic, sporting and co-curricular sense, and addressing issues such as bullying. In Fifths and the Sixth Form, there is a strong focus on higher education, careers and university applications and time is provided to discuss and address current affairs, politics and other relevant issues.

- 3.4 **Chapel** - Pupils attend services in Chapel during the week. These services provide opportunities for the pupils to lead the act of worship as well as to receive moral and spiritual messages as members of the congregation. The School's resident Chaplain provides a contact point for pupils who require assistance or guidance.
- 3.5 **The Health Centre** - The Health Centre team support the delivery of wellbeing and provide services and advice for those that require them. The Health Centre is open 24 hours per day, seven days a week in term time.
- 3.6 **The Wellbeing Centre** – The Wellbeing Centre team support the delivery of wellbeing and provide services and advice for those that require them. The team includes a Mental Health and Wellbeing Practitioner who triages and supports pupils who present at the Wellbeing Centre.
- 3.7 **School Counsellors** - The Counsellors are available to listen to pupils, to meet parents and to provide advice and guidance about accessing further services.
- 3.8 **CCF, Duke of Edinburgh Award Scheme and Haileybury's own Coghill and Adventure Skills Programme** - These activities offer a range of experiences including first aid, navigation, outdoor education, cookery and nutrition, community service, sailing and flying, all of which encourage pupils to be self-reliant, confident and adventurous. Senior cadets in the CCF and Sixth Form helpers in the Coghill and Adventure Skills programmes are encouraged to develop their leadership and communication skills.
- 3.9 **Community service** - Pupils can take part in activities such as visiting elderly people, helping with riding for the disabled, assisting at local primary schools and recycling, helping foster in pupils an awareness of the needs of others and of the obligation to help those less fortunate than themselves.
- 3.10 **Model United Nations (MUN)** - MUN gives pupils a greater awareness of current affairs and political issues and encourages initiative, teamwork and confidence. Pupils are given the opportunity to debate current issues with other pupils from around the world.
- 3.11 **The Charities Committee** - The Committee in particular supports the objectives of the Wellbeing Department. Pupils on this committee select the School's three nominated charities each year and then work to raise funds for them.
- 3.12 **Careers and university guidance** - The Sixth Form team in conjunction with HMs, tutorial staff and HoDs offer pupils advice and assistance with careers and study options, helping all pupils to learn to make sensible and responsible choices about their future. There are workshops and seminars to assist with UCAS and the university application, including the use of BridgeU. There is a dedicated careers morning for Lower Sixth pupils who can attend a variety of talks on different job and career opportunities and follow-on sessions. Fifth Form pupils undertake a test in the autumn term to determine possible career choices.
- 3.13 **The Prefect system** - Haileybury provides opportunities for the development of leadership skills in the pupils of the Year 13 group. These prefects are chosen as the result of an application process and selection follows feedback gathered extensively from among the staff and pupils. Two training sessions, one in the summer term and one early in the autumn term assist with the process. Regular prefect meetings give further opportunities for discussion of school related issues.

#### **4. Equality, diversity and fundamental British values**

4.1 The programme is designed actively to promote equality, diversity and the fundamental British values, and to form a part of the School's approach to the Prevent strategy, with regard to the following:

- the Prevent duty departmental advice for schools and childcare providers (DFE, June 2015);
- the use of social media for online radicalisation – guidance note (DFE, July 2015);
- the School is also fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010);
- [educateagainsthate.com](http://educateagainsthate.com).

4.2 Key aims of the Haileybury Wellbeing programme include developing a respectful school community, actively promoting the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs ensuring that principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the School is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

4.3 In addition the taught Wellbeing Programme and the wider curriculum of the School aim to:

- develop an understanding of how citizens can influence decision-making through the democratic process;
- develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- develop an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- foster an understanding that the freedom to hold other faiths and beliefs is protected in law;
- foster an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;

- foster an understanding of the importance of identifying and combatting discrimination.

## **5. Relationships and sex education at Haileybury**

- 5.1 See the separate Relationships and Sex Education (RSE) Policy available on the Policies page of the [website](#) or of the [School Portal](#).

## **6. Health and wellbeing**

- 6.1 The School recognises the importance of educating its pupils in health and wellbeing. This includes (list not exhaustive):

### 6.2 Emotional wellbeing:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary;
- that happiness is linked to being connected to others;
- how to recognise the early signs of mental wellbeing concerns;
- common types of mental ill health (e.g. anxiety and depression);
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

### 6.3 Physical wellbeing:

- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness;
- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress;
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health;
- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer;
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn;
- the facts and science relating to immunisation and vaccination.

### 6.4 E-safety:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online;
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

### 6.5 Drugs, alcohol and tobacco:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions;
- the law relating to the supply and possession of illegal substances.

6.6 Adolescence:

- key facts about puberty, the changing adolescent body and menstrual wellbeing;
- the main changes which take place in males and females, and the implications for emotional and physical health.

6.7 Embedded within the Wellbeing and assembly programmes are sessions on social media, cyber-bullying and online security. Outside experts are invited to speak to the teaching staff, year groups and parents to help the pupils develop safer online behaviours and promote digital literacy.

<b>Version history</b>		
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January 2018	ERLB	
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