



## Cothill House Policy Documents

### ISSR 2 PSHE

Date: September 2023

Next review: September 2024

#### **PSHE at Cothill House**

This Policy should be used in conjunction with the British Values Policy, the RSE Policy, the SMSC and the Teaching & Framework for Pupil Performance Policy.

All year groups and classes receive at least one dedicated lesson of PSHE each week. Lessons are delivered by specialist teachers according to the current scheme of work. PSHE is not considered a discrete subject but can be spread into all subject areas by every teacher.

#### **Background**

PSHE at Cothill is addressed in various ways. As a predominately boarding school there are a great many opportunities for boys to develop as individuals, to learn about their own strengths and weaknesses as well as those of others, to develop their self-esteem, to tolerate and celebrate differences, to become well-mannered young men with a twinkle in their eye. We consider that all staff who work at the school have a role in our boys' wellbeing and development, from the matrons and boarding staff, the ladies who provide the boys' meals to the teaching staff. This holistic, all inclusive approach is, we believe, a successful formula that has been tested over many years.

Thus PSHE is addressed through the curriculum subjects (such as English, Geography, Science and General Studies) assemblies, church attendance and form time as well as through daily interactions with supportive staff.

- Form time is used for a wide range of activities, circle time, goal setting and discussions (see the Form Teacher's Handbook for further details).
- Assemblies are delivered primarily by the Headmaster or form tutors on a range of topics.
- Each week the school attends a chapel service, led by the school chaplain, which includes a sermon.
- Guest speakers are invited several times each year to address the school on a range of cultural topics.
- Regular subject specific trips are undertaken (for example to the Science Museum and the Imperial War Museum).
- Talks with visiting speakers are arranged on topics including E-Safety, SRE, bullying, mental health among others.

#### **PSHE and the National Curriculum Guidelines**

It is intended that this programme of PSHE fundamentally reflects the underlying values of Cothill House and its ethos as well as follows the guidance published by the government in regards to PSHE teaching. The curriculum and schemes of work are inspired by the

programme provided by Jigsaw PSHE, which complies with the published guidance whilst also drawing on resources published by the PSHE Association..

### **The Three Core Areas of PSHE are :**

- Health and Wellbeing
- Relationships
- Living in the Wider World

The curriculum at Cothill delivers teaching on these three core areas by looking at the following topics:

- **Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community.
- **Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this topic.
- **Dreams and Goals** aims to help children think about their hopes and dreams and how to overcome challenges, using team-work skills and tasks.
- **Healthy Me** covers two main areas of health: emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).
- **Relationships** start with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this topic is about safeguarding and keeping children safe.
- **Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups within the Science curriculum.
- **British Values** deals with the distinct components that allow us to live with freedom in British society (Law, tolerance, liberty, respect and democracy). It covers the roles and responsibilities we as citizens have and looks into how society functions as a whole.

### **Aims of PSHE**

We believe that boys at Cothill should learn

1. to build healthy relationships
2. to feel positive about themselves and develop a robust level of self-esteem
3. to grow into healthy teenagers
4. to take responsibility for their actions, for the needs of others and for their

environment

Boys will:

- communicate and discuss their own needs and wishes, and those of others
- express feelings
- deal with moods and emotions
- consider the consequences of actions
- explore and take responsibility for their actions
- assessing, avoiding and managing risk
- recognize what constitutes fairness and injustice
- consider the similarities and differences between themselves and others
- challenge stereotypes, particularly of race, culture, gender, ability and age
- make informed decisions
- develop their study skills
- maintain a healthy lifestyle
- understand the issues around drug misuse
- contribute to, participate in and benefit from communities to which they belong
- prepare for change
- seek to understand rules, rights and responsibilities
- develop responsibility for their own safety
- discuss and debate topical issues relating to the wider world

Respect for others is crucial to all that is undertaken in PSHE. Throughout, regard is paid to the protected characteristics of the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Each teaching room has posters on *Bullying, Our Golden Rules and British Values*, which are a continual reminder to all boys and staff of their responsibilities to each other as members of the Cothill community.

*Refer to policies on Equality & Diversity, Bullying, Discipline, Accessibility, British Values and E-Safety, for further clarification.*

### **Role of General Studies & Religious Studies**

General Studies was introduced into the curriculum in 2007 with the following objectives:

*Boys will:*

- acquire a broader understanding of the human world
- understand better what it means to be human, British & European
- begin to understand the basics of economics: trade, tax, supply and demand etc.
- see the importance of establishing their own moral framework
- understand the development of visual art from the classical era to the modern day

*Boys will learn to:*

debate, question, be inquisitive, argue a case (for and against), defend a position, justify an opinion, write coherent & opinionated essays and learn independently, through research & projects

The boys have the opportunity to explore a wide range of topics from politics and world affairs, ethics, economic matters and the history of art. Those areas that deal most directly with PSHE are as follows:

- *Ethics & legality, the study of globalization, world trade, communism v capitalism, vivisection,*
- *Property rights, banking, tax & government spending, immigration, the Just War, sacrifice & suffering, community*
- *West v East, the meaning of life, the study of the welfare state and democracy.*

### **Religious Studies**

A new school chaplain was appointed in 2021. All classes have lessons dedicated to religious studies, delivered by the school chaplain.

### **Do we assess PSHE?**

PSHE is not formally assessed though formative assessment takes place during lessons as a continuous process and summative assessments can be undertaken once a topic has been completed, usually at half term and the end of term.

### **Form Teacher's Pen Portrait**

This report is written by the Form Teacher. At the end of the term Form, Teachers may consider the following questions when writing any comments about their pupils:

- Do they work well with their peers and others in a range of different situations?
- Have they made good progress academically?
- Are they developing good inter-personal skills?
- Do they have personal values and beliefs of their own but are nevertheless thoughtful about those of others?
- Are they developing their self-esteem?
- Do they take and accept responsibility?
- Do they stand by their principles and assert their points of view effectively?
- Do they demonstrate the ability to listen to others, present an argument and resolve differences sensibly?
- How do the boys contribute to school life?