



PSHE POLICY PERSONAL, SOCIAL, HEALTH AND ECONOMIC WELLBEING

COVERING BOTH SCHOOLS
INCLUDING EYFS AND BOARDING

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| Governors' Committee normally reviewing: | Education Committee |
| Date last formally approved by the Committee : | Autumn Term 2022 |
| Date policy became effective : | Autumn Term 2019 (Joint Policy) |
| Period of Review: | Three years |
| Date of Next Review: | Autumn Term 2025 |
| Person responsible for implementation and monitoring: | Heads HoDs PSHE Senior Deputy Head (Academic) Senior Deputy Head, Welfare Prep Director of Learning |
| Other relevant policies : Prep School Policies: | <ul style="list-style-type: none"> ● Curriculum Policy ● Spiritual, Moral, Social and Cultural Development of Pupils Policy ● Learning and Teaching Policy (Prep) ● Learning and Teaching Policy (Senior) |

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

1. Introduction and the PSHE Philosophy

This PSHE policy applies to all pupils at Felsted School (Prep & Senior).

Felsted's philosophy is that PSHE is central to the development and wellbeing of all young people. Our PSHE curriculum is embedded firmly within the whole-school values of 'Developing Character, and Making a Difference'. Through PSHE teaching, young people can prepare for life after school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically. This allows them to relish challenges and cope with complexity and uncertainty. Furthermore, PSHE can inspire pupils to take responsibility for their own learning, develop self-knowledge and understanding. There is also a capacity for pupils to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society.

The promotion of Fundamental British Values (FBV) is an integral part of PSHE and supports the whole school ethos. We focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development. SMSC is embedded into our Schemes of Work, but is also re-enforced through many opportunities within the informal curriculum. The integration of SMSC is also a prerequisite for meeting the requirements of the [Independent School's Teaching Standards](#) - Part 2. For further information about how SMSC is actively promoted at Felsted School, please refer to our separate 'SMSC Policy'.

2. Aims and Objectives

The PSHE curriculum aims to make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety. In addition, the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our pupils. (See Safeguarding (Child protection and Staff Behaviour) Policy) The PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

Prep School

The PSHE Curriculum in the Prep School is planned and developed upon the three recommended core themes from the PSHE Association. These include: Health & Wellbeing, Relationships and Living in the Wider World.

The topic areas taught are detailed below:

| Health & Wellbeing | Relationships | Living in the Wider World |
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| <p>EYFS to Year 6</p> <ul style="list-style-type: none"> ● Healthy Lifestyles ● Keeping Safe <ul style="list-style-type: none"> ○ Biological names for Body Parts, Personal Safety, (Yr 2 upwards). ○ Growing and Changing (inc. puberty, Yr 4 - 6) | <p>EYFS to Year 6</p> <ul style="list-style-type: none"> ● Healthy Relationships ● Feelings & Emotions ● Valuing Difference & Diversity ● Online E-Safety ● Consent - permission seeking and protecting personal boundaries. <p>Year 7 & 8</p> <ul style="list-style-type: none"> ● Healthy Relationships ● Relationships & Sex Education (RSE) ● Relationship Safety | <p>EYFS to Year 6</p> <ul style="list-style-type: none"> ● Rights & Responsibilities ● Taking care of the Environment ● Money Management ● Engaging with the media (News sources, Fake News etc...) <p>Year 7 & 8</p> <ul style="list-style-type: none"> ● Rights & Responsibilities ● Economic Wellbeing |

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| Year 7 & 8 <ul style="list-style-type: none"> ● Personal Identity ● Healthy Lifestyles ● Keeping Safe | <ul style="list-style-type: none"> ● Valuing Difference & Diversity ● Online E-Safety ● Consent - explored through permission seeking, personal boundaries and introducing what it means from a sexual relationship context. | <ul style="list-style-type: none"> ● Employability and enterprise ● Career progression ● Engaging with the media (News sources, Fake News etc...) |
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(Adapted from The PSHE Association Planning Toolkits, 2017)

The Year 7 and 8 Curriculum at the Prep School is designed so that there is a smooth transition of coverage for pupils, for when they make their transfer across to the Senior School and carry on their PSHE journey.

Senior School

In the Senior School the programme continues with the same three main strands:

| | Health & Wellbeing | Sex & Relationships | Living in the Wider World |
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| Year 9 | <ul style="list-style-type: none"> ● Alcohol ● Drugs & illegal substances | <ul style="list-style-type: none"> ● Emotions & Empathy ● Healthy relationships including consent and the law. | <ul style="list-style-type: none"> ● Careers ● Tolerance ● Bullying ● Smartphone use |
| Year 10 | <ul style="list-style-type: none"> ● Depression & Anxiety ● Self-Harm ● Alcohol & Drugs: understanding the law | <ul style="list-style-type: none"> ● Sex & pornography and the implications for body image and healthy relationships. ● Contraception ● Consent | <ul style="list-style-type: none"> ● Positive online experiences ● Careers ● Living in a Global society ● PREVENT |
| Year 11 | <ul style="list-style-type: none"> ● Coping with stress ● Drug awareness ● Alcohol: mitigating risks ● Body Image | <ul style="list-style-type: none"> ● Healthy relationships ● Contraception & STIs ● Consent | <ul style="list-style-type: none"> ● Positive online behaviour and digital footprints ● Revision Techniques ● Festivals & Holidays: staying safe |

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| Year 12 & 13 | <ul style="list-style-type: none"> ● Self Esteem ● Mental Health ● Addiction ● Coping with change/ transitions ● Drugs & illegal substances ● Cancer and personal checks | <ul style="list-style-type: none"> ● Contraception, STIs, Consent and morals within a relationship ● Coercive relationships ● Sexual Health and wellbeing, Smear tests | <ul style="list-style-type: none"> ● Gambling & economic safety ● Student loans and credit cards ● Financial management |
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3. The PSHE Curriculum

a. Structure of teaching

Prep School

The PSHE Curriculum is taught through weekly, defined classroom lessons (from EYFS through to Year 8). As well as this, there continues to be a variety of other related learning opportunities (within the informal curriculum and wider ethos of the School) that further supplement the learning opportunities attributed with PSHE. Anti-bullying Week, as well as Termly Wellbeing Weeks, supplement the provision of PSHE for our Prep School pupils.

In the classroom, the delivery of PSHE lies with the main Form/Class Teacher (from EYFS through to Year 8). The content delivered is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. The Head of PSHE is responsible for updating and evaluating the curriculum content and ensuring that this is shared with all relevant staff. Ongoing support and guidance are always provided for staff, especially where a sensitive topic is planned.

The Prep School PSHE Curriculum continues to be regularly reviewed to ensure that its coverage remains up-to-date, meeting the teaching and learning requirements of the pupils. Whilst the three PSHE themes are structured and set-out evenly across the terms, there may be occasions when the order of coverage needs to shift, so as to adapt to the needs of the ever-changing world (e.g. extraordinary events like the COVID-19 Pandemic, where a particular emphasis was made on supporting pupil mental and emotional health following this).

Senior School

(Year 9-11) The PSHE curriculum is taught through timetabled, weekly classroom lessons in Years 9 to 11, but also through a range of other related learning opportunities which include the tackling of certain topics through other subject lessons, the Work Education programme for Years 9 to 11, Assemblies, House Assemblies, Tutor meetings, Chapel Services, Work Education days and conferences, CCF, Community Service, Duke of Edinburgh Award service, expeditions and visits abroad, leadership roles within the House and the school, and a range of other opportunities.

In the classroom, the defined programme is taught with one lesson of an hour per week in Years 9, 10 and 11. It is taught by a number of staff who, many of whom are members of the pastoral team. The content delivered is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. Wherever possible, a degree of flexibility is built into lessons to allow staff to adapt content and delivery to suit the specific needs of their classes, remaining sensitive to any particular needs of individuals. The programme of lessons is reviewed annually to ensure references and information are as up to date as possible and remain relevant to the students. The Head of PSHE is responsible for updating and evaluating the curriculum content and continues to provide on-going support and guidance for the teaching staff throughout the year, especially where a sensitive topic is planned.

(Y12 & 13) In September 2022, a new Sixth Form PSHE programme was introduced. For A LEVEL pupils a timetabled lesson occurs once per fortnight, and for IB pupils there is a lesson once per fortnight during the evening programme slots. The provision will be written and reviewed during the space of September 2022 and September 2023 and will include Relationships and Sex education, including consent. Additionally, the course will cover areas such as Financial management and other social issues.

a. RSE (further information accessible in our [Whole School RSE Policy](#)).

Relationship and Sex Education (RSE) involves learning about emotional, social and physical aspects of growing up, relationships, sex, consent, human sexuality and sexual health in an age appropriate and sensitive way. RSE forms part of the PSHE education curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. For further specific curriculum-based information about how our RSE programme is implemented, please see our whole-school RSE policy, accessible here: <https://www.felsted.org/parents/policies-school-information>

In light of the Government's latest guidance on '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)'(2020), the Appendices at the end of this policy denote how PSHE and other elements of the Felsted School ethos and curriculum support the latest recommendations provided.

At Felsted, RSE will be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of our school. Children will be taught in mixed whole class groups, as well as single sex groups when appropriate. Smaller working groups that will promote discussion will also form part of this series of lessons.

At Felsted, the teachers responsible for teaching RSE are trained and competent in delivering appropriate lessons where they can manage the teaching process, set ground rules, and treat it as a proper subject, monitoring, assessing and evaluating what children learn. The children will be encouraged to have open conversations with reliable adults.

At Felsted, pupils will learn about the significance of marriage and stable relationships, and how they function as key building blocks of community and society. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. We will show images of different types of families which reflect modern society with an emphasis on the children learning that relationships should always be loving, equal and safe.

Prior to the teaching of RSE at the Prep and Senior School, the parents and carers of each Year group will receive notification, from the Head of PSHE, outlining the content of the teaching that is planned to take place. Parents and carers are strongly encouraged to endorse the positive benefits of allowing their child(ren) to attend the sessions, but may also exercise their right to withdraw them from a 'sex education' session if necessary.

b. Resources

A scheme of work for the Senior School exists in a shared Google Drive; all PSHE staff have access to the drive and resources including lesson plans stored there. HMs and the HoD PSHE at the Prep school also have access to the drive in order to monitor the programme delivery. As noted earlier, lessons are under constant review to ensure teaching is flexible and can respond to the needs of individuals, a year group, the school or respond to events of national significance.

At the Prep School, the PSHE Curriculum remains accessible by all Tutors, the HoP's and Leadership Team via a Shared Google Drive. Plans are updated and re-shared to teaching staff at the start of each term by the Head of PSHE.

4. Management, Monitoring and Evaluation

Prep School

Pupils' personal development is constantly monitored through the following:

- reporting procedures
- tracking data
- rewards and sanctions systems
- behaviour logs
- The Pupil Review Questionnaire (overseen by the HoPs. This considers a variety of well-being-based questions that allow HoPs and tutors to track pupil health, wellbeing and safety across the Prep School).
- staff, tutor and phase meetings (Pastoral Care System)
- (PSHE) lessons, activities, tutorials
- feedback from others and communication to/from home.

Pupils' opportunities are regularly monitored through the following:

- 1) Annual Planning and Policy making and review.
- 2) The Curriculum: The PSHE syllabus (and Citizenship Week) supports the delivery of ESR and SMSC. All subjects and all teachers can, and do contribute to personal spiritual, moral, social and cultural development both inside and out of the classroom. However, certain subjects such as RS, PSHE, English, MFL, History, Geography, PE and Biology and the STEM subjects by their subject matter have a particular contribution to make.
- 3) Assemblies/Services: Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the School wishes to promote and develop. In line with the School's foundation, chapel services are of a broadly Christian character, which provide the opportunity for worship and reflection. There is at least one formal Christian service each week for every Felstedian, the content of which broadly follows the Christian calendar, with a number of other themes introduced. On one occasion each week there will be a Head's Assembly. This may not be overtly Christian, but will have a theme of something of local, national or international interest. There will always be a moral message as well as a link to Fundamental British Values (see Assemblies Plan and our SMSC Evidence Folder).
- 4) The Pastoral Care system.
- 5) Co-Curricular Activities: There are numerous and diverse co-curricular activities which make a major contribution to personal development.
- 6) Responsibility and Leadership
- 7) Specialist Staff with specific roles (as well as Teaching staff, this also includes Health & Wellbeing Assistants, the School Nurse, Chaplain, The Wellbeing Centre team).
- 8) Engagement in Chapel Services
- 9) Cultural Exchanges: Felsted benefits greatly from having students of several different nationalities. This multi-cultural community is consciously extended by a range of trips and overseas visits that students take on as part of Felsted's provision or individually through the friendships that they form with those of other cultures. This cultural diversity is of incalculable benefit to all members of the School community.

- 10) Models and Examples: Spiritual, moral, cultural and social values could be said to be caught rather than taught. At our School pupils will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older students as well as visitors to Felsted. All these will provide material for reflection and evaluation in the development of their own character.
- 11) The School Ethos and Rules: There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well-regulated and disciplined environment for any educational achievement. Each Prep School Phase has its own Behaviour Charter, underpinning clear expectations of how our pupils are expected to behave.
- 12) Awards which recognise a commitment to aspects of PSHE and SMSC (E.g. Felsted Values Certificates, Stewart House British Values Certificates, HOWDi Certificates).

Senior School

It is important that the outcomes for PSHE are clear and that these are observable. The role of the HoD PSHE is to:

- Work with members of SLT, to ensure that staff are delivering PSHE as part of the core entitlement of all pupils.
- Monitor the effectiveness of PSHE as a way of promoting pupil development.
- To evaluate the impact of PSHE on pupils and to look for ways of improving PSHE delivery in the school and pupil development.

Student development and lesson effectiveness are monitored in the following ways:

- Each class teacher is asked to create a Google Classroom in which important resources and links can be shared; these classrooms are shared with the HoD.
- Each student is issued with a self-reflection sheet to complete at the end of each unit.
- Teachers are asked to review any written work produced and to reward students, for their written and/or verbal contributions, accordingly via the use of the ISAMS reward system.
- Teachers are encouraged to feedback on the effectiveness of lessons and the student response either directly to the HoD or via the PSHE shared Drive.
- A behaviour management policy is accessible via the PSHE shared Google drive to ensure consistent monitoring and recording of inappropriate behaviours.
- The department is also subject to the Departmental Review system as per examined subjects.
- For the new Sixth Form provision materials are planned, delivered and reviewed at the end of each unit.

Additionally, the HoD PSHE is expected to liaise with HMs, the DSL, the Senior Deputy Head; regularly check the Bullying Concerns Log; take note of current events and trends; keep up to date with Government guidance and meet regularly with the Prep HoD PSHE to ensure that a relevant and effective programme can be delivered.

5. Staff Development

The school recognises the importance of training and keeping staff updated with the latest developments in curriculum and school management. Training is organised yearly by the Deputy Head (Welfare) and Deputy Head (Academic) in consultation with the HoDs of PSHE, to focus on an aspect of PSHE, in negotiation with other staff members. Important updates regarding the Curriculum are also conveyed through Staff Briefings and INSETs. Teaching Staff are also encouraged to attend any relevant CPD training events that may further support their delivery of PSHE.

6. Review

This policy will be reviewed regularly, in accordance with the School's evaluation cycle by the Heads, Deputy Heads, the Head of PSHE (Prep & Senior), and SLT, and updated as required.

Miss Holly Sunshine,
HoD PSHE
(Senior)

Mr Alex Manley,
HoD PSHE
(Prep)

Appendix:

Item 1: RSE outcomes and coverage

| Relationships & Sex Education (adapted from DfE Statutory Guidance) Prep School (EYFS => Year 6) | |
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| Topic | Outcomes |
| Families and people who care for me | <p>Pupils should know:</p> <ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability. (Prep School PSHE Curric) ● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (Prep School PSHE Curric) ● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (Prep School PSHE Curric) ● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (Prep School PSHE Curric) ● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Prep School PSHE Curric) ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Prep School PSHE Curric) |
| Caring friendships | <p>Pupils should know</p> <ul style="list-style-type: none"> ● how important friendships are in making us feel happy and secure, and how people choose and make friends. (Prep School PSHE Curric, RUBY, STOP and HOWDI Codes) ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Prep School PSHE Curric, RUBY, STOP and HOWDI Codes) ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Prep School PSHE Curric, RUBY, STOP and HOWDI Codes) ● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Prep School PSHE Curric, RUBY, STOP and HOWDI Codes) ● how to recognise who to trust and who not to trust, how to judge when |

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| | <p>a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (Prep School PSHE Curric, RUBY, STOP and HOWDI Codes)</p> |
| <p>Respectful relationships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (Prep School PSHE Curric, behaviour codes / charters) • practical steps they can take in a range of different contexts to improve or support respectful relationships. (Prep School PSHE Curric, RUBY, STOP and HOWDI Codes) • the conventions of courtesy and manners. (Prep School PSHE Curric, RUBY, STOP and HOWDI Codes) • the importance of self-respect and how this links to their own happiness. (Prep School PSHE Curric, Mindfulness sessions, RUBY, STOP and HOWDI Codes) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Prep School PSHE Curric, RUBY, STOP and HOWDI Codes) • Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. (Prep School PSHE Curric) • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (Prep School PSHE Curric. 'STOP' Anti-bullying Policy) • what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Prep School PSHE Curric.) • the importance of permission-seeking and giving in relationships with friends, peers and adults. (Prep School PSHE Curric.) |
| <p>Online relationships and the media</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. (Prep School PSHE Curric, on-going E-Safety awareness delivered) • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. (Prep School PSHE Curric, on-going E-Safety awareness delivered) • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (Prep School PSHE Curric, on-going E-Safety awareness delivered) • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Prep School PSHE Curric, on-going E-Safety awareness delivered) • how information and data is shared and used online. (Prep School PSHE Curric, on-going E-Safety awareness delivered) |
| <p>Being safe (inc. consent)</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (Prep School PSHE Curric, on- |

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| | <p>going E-Safety awareness delivered)</p> <ul style="list-style-type: none"> ● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (Prep School PSHE Curric) ● that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Prep School PSHE Curric) ● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (Prep School PSHE Curric, on-going E-Safety awareness delivered) ● how to recognise and report feelings of being unsafe or feeling bad about any adult. (Prep School PSHE Curric, Safeguarding) ● how to ask for advice or help for themselves or others, and to keep trying until they are heard, (Prep School PSHE Curric, Safeguarding) ● how to report concerns or abuse, and the vocabulary and confidence needed to do so. (Prep School PSHE Curric, Safeguarding) ● where to get advice e.g. family, school and/or other sources. (Prep School PSHE Curric, Safeguarding) |
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| Relationships & Sex Education (adapted from DfE Statutory Guidance) Prep school (Years 7 & 8) Senior School (Years 9, 10 & 11) | |
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| Topic | Outcomes |
| Families | <p>Pupils should know</p> <ul style="list-style-type: none"> ● that there are different types of committed, stable relationships. (Year 7-8 Prep School & SS PSHE) ● how these relationships might contribute to human happiness and their importance for bringing up children. (Year 7-8 Prep School PSHE) ● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. (Year 7-8 Prep School PSHE) ● why marriage is an important relationship choice for many couples and why it must be freely entered into. (Year 7-8 Prep School PSHE) ● the characteristics and legal status of other types of long-term relationships. (Year 7-8 Prep School PSHE) ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. (Year 7-8 Prep School PSHE) ● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. (Year 7-8 Prep School PSHE, SS PSHE) |
| Respectful relationships including friendships (inc. consent) | <p>Pupils should know</p> <ul style="list-style-type: none"> ● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. (Year 7-8 Prep School PSHE, SS PSHE; Healthy Choices seminars) |

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| | <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. (Year 7-8 Prep School PSHE Curric, SS PSHE) • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). (Year 7-8 Prep School PSHE Curric, SS PSHE) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. (Year 7-8 Prep School PSHE Curric, SS PSHE) • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. (Year 7-8 Prep School PSHE Curric, Anti-bullying ‘STOP’ policy, SS PSHE) • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. (SS PSHE) • what constitutes sexual harassment and sexual violence and why these are always unacceptable. (SS PSHE) • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. (SS PSHE) |
| <p>Online and media</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. (Year7-8 Prep School PSHE, on-going E-safety teaching, SS PSHE) • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. (Year 7-8 Prep School PSHE, on-going E-safety teaching, SS PSHE) • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. (Year 7-8 Prep School PSHE, on-going E-safety teaching, SS PSHE) • what to do and where to get support to report material or manage issues online. (Year 7-8 Prep School PSHE, on-going E-safety teaching, SS PSHE) • the impact of viewing harmful content. (SS PSHE) • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. (SS PSHE) • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (SS PSHE) • how information and data is generated, collected, shared and used online. (SS PSHE) |
| <p>Being safe (inc. consent)</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. (SS PSHE with the exception of forced marriage, honour-based violence and FGM but inclusion under review) |

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| | <ul style="list-style-type: none"> • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). (Year 7-8 Prep School PSHE, SS PSHE) |
| <p>Intimate and sexual relationships, including sexual health (inc. consent)</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. (Year 7-8 Prep School PSHE, SS PSHE) • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. (SS PSHE, Healthy Choices seminars) • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. (some aspects addressed in SS PSHE) • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. (SS PSHE) • that they have a choice to delay sex or to enjoy intimacy without sex. (SS PSHE) • the facts about the full range of contraceptive choices, efficacy and options available. (SS PSHE, Sexual Health nurse presentation) • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. (SS PSHE, Positive Voice Talk) • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. (SS PSHE) • how the use of alcohol and drugs can lead to risky sexual behaviour. (Year 7 Prep School PSHE, A-life Healthy Living Workshop, SS PSHE) • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. (SS PSHE) |

Item 2: Physical Health and Mental Wellbeing, Exam Management, Global Citizenship outcomes and coverage.

| Physical Health and Mental Wellbeing, Exam Management, Global Citizenship | |
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| Prep School (EYFS => Year 6) | |
| Topic | Outcomes |
| Mental wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. (Prep School PSHE, Wellbeing Weeks, Pupil Review Surveys, Mindfulness sessions, Mental Health Awareness Day) ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Prep School PSHE, Wellbeing Weeks, Pupil Review Surveys, Mindfulness sessions) ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. (Prep School PSHE, Wellbeing Weeks, Pupil Review Surveys, Mindfulness sessions) ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (Prep School PSHE, Wellbeing Weeks, Pupil Review Surveys, Mindfulness sessions) ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (Prep School PSHE, A-Life healthy living workshop, PE curric, community outreach etc...) ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (Prep School PSHE, Mindfulness sessions) ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (Prep School PSHE) ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (Prep School PSHE, Anti-bullying Week, STOP Campaign, on-going E Safety teaching) ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). (Prep School PSHE, Anti-bullying Week, STOP Campaign, on-going E Safety teaching) ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. (Prep School PSHE, Pupil Review Survey) |
| Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. (Prep School PSHE, ICT Curric. & on-going E-Safety teaching) ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. (Prep School PSHE, ICT Curric. & on-going E-Safety teaching) ● how to consider the effect of their online actions on others and know |

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| | <p>how to recognise and display respectful behaviour online and the importance of keeping personal information private. (Prep School PSHE, ICT Curric. & on-going E-Safety teaching)</p> <ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. (Prep School PSHE, ICT Curric. & on-going E-Safety teaching) • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. (Prep School PSHE, ICT Curric. & on-going E-Safety teaching) • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. (Prep School PSHE, ICT Curric. & on-going E-Safety teaching) |
| Physical health and fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. (Prep School PSHE, PE Curric. & A-Life Healthy living workshop) • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. (Prep School PSHE, PE Curric. & A-Life Healthy living workshop) • the risks associated with an inactive lifestyle (including obesity). (Prep School PSHE, PE Curric.) • how and when to seek support including which adults to speak to in school if they are worried about their health. (Prep School PSHE, Health & Wellbeing Assistants etc.). |
| Healthy eating | <p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). (PSHE Curric, A-Life Healthy living Workshop, Science Curric.) • the principles of planning and preparing a range of healthy meals. (Prep School Activity Clubs - Cooking) • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (PSHE Curric, A-Life Healthy living Workshop, Science Curric.) |
| Drugs, alcohol, tobacco | <p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, vape use and drug-taking. (Prep School PSHE) |
| Health and prevention | <p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (Slip, Slap, Stop, Slurp campaign) • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (Prep School PSHE Curric.) • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (Prep School PSHE Curric. Science Curric.) • about personal hygiene and germs including bacteria, viruses, how |

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| | <p>they are spread and treated, and the importance of handwashing. (Prep School PSHE Curric. Assemblies, Health & Well-being Assistants)</p> <ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (Prep School PSHE Curric.) about menstrual wellbeing including the key facts about the menstrual cycle (Prep School PSHE Curric.) |
| Global citizenship | <p>Pupils should know:</p> <ul style="list-style-type: none"> about the wider world around them, knowing that they are able to participate collectively in making change happen (e.g. plastic pollution, further care of the environment). (Prep School PSHE Curric, assemblies, Global Gang). about the different nationalities that comprise within (and beyond) the Felsted community and that they should always remain inclusive and tolerant of each other, irrespective of background and nationality. (Prep School PSHE Curric, Model United Nations). |
| Exam management | <p>Pupils should know:</p> <ul style="list-style-type: none"> effective strategies to help combat work and exam-based anxiety. (Prep School PSHE) how to build a positive approach and mentality towards exam preparation and confidence. (Prep School PSHE) |

| Physical Health and Mental Wellbeing, Exam Management, Global Citizenship Prep School (Years 7 & 8) Senior School (Years 9, 10, 11, 12 & 13) | |
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| Topic | Outcomes |
| Mental wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. (Year 7 and 8 PSHE, Mindfulness, SS PSHE) that happiness is linked to being connected to others. (Year 7 and 8 PSHE, Mindfulness, SS PSHE) how to recognise the early signs of mental wellbeing concerns. (Year 7 and 8 PSHE, SS PSHE) common types of mental ill health (e.g. anxiety and depression). (Year 7 and 8 PSHE, SS PSHE) 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. (Year 7 and 8 PSHE, SS PSHE) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on |

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| | mental wellbeing and happiness. (Year 7 and 8 PSHE, PE Curric. SS PSHE) |
| Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none"> 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. (Year 7 and 8 PSHE, Body-Confidence talk, SS PSHE, Self-Image talk) 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. (Year 7 and 8 PSHE, STOP Anti-bullying Policy, SS PSHE) |
| Physical health and fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. (Year 7 and 8 PSHE, SS PSHE) 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 cardiovascular ill-health. (Year 7 and 8 PSHE, SS PSHE, PE curriculum) about the science relating to blood, organ and stem cell donation. (Not currently in SS PSHE programme) |
| Healthy eating | <p>Pupils should know</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. (Year 7 and 8 PSHE, but no current coverage on cancer). |
| Drugs, alcohol, tobacco | <p>Pupils should know</p> <ul style="list-style-type: none"> 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. (Year 7 and 8 PSHE, SS PSHE) the law relating to the supply and possession of illegal substances. (Year 7 and 8 PSHE, SS PSHE) the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. (Year 7 and 8 PSHE, SS PSHE) the physical and psychological consequences of addiction, including alcohol dependency. (SS PSHE, Wasted Youth talk) awareness of the dangers of drugs which are prescribed but still present serious health risks. (SS PSHE) the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. (Year 7 and 8 PSHE, SS PSHE) the facts about Vaping, including the primary design and purpose of vaping as a tool to reduce and quit smoking, the potential dangers including nicotine overdose and poisoning, the laws about supply and purchasing, and the current lack of research on long term effects. |
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| Health and prevention | Pupils should know <ul style="list-style-type: none"> ● about personal hygiene, germs, including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ● (late secondary) the benefits of regular self-examination and screening. ● the facts and science relating to immunisation and vaccination. ● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. (Year 7 and 8 PSHE, SS PSHE) |
| Basic first aid | Pupils should know: <ul style="list-style-type: none"> ● basic treatment for common injuries. ● life-saving skills, including how to administer CPR. ● the purpose of defibrillators and when one might be needed. |
| Changing adolescent body | Pupils should know: <ul style="list-style-type: none"> ● key facts about puberty, the changing adolescent body and menstrual wellbeing. (Year 7 and 8 PSHE) ● the main changes which take place in males and females, and the implications for emotional and physical health. (Year 7 and 8 PSHE) |
| Global citizenship | Pupils should know: <ul style="list-style-type: none"> ● about the wider world around them, knowing that they are able to participate collectively in making change happen (e.g. plastic pollution, further care of the environment). (Prep School PSHE Curric, assemblies, Global Gang, SS PSHE). ● about the different nationalities that comprise within (and beyond) the Felsted community and that they should always remain inclusive and tolerant of each other, irrespective of background and nationality. (Prep School PSHE Curric, Model United Nations, SS PSHE). |
| Exam management | Pupils should know: <ul style="list-style-type: none"> ● effective strategies to help combat work and exam-based anxiety. (Prep School PSHE, SS PSHE) ● how to build a positive approach and mentality towards exam preparation and confidence. (Prep School PSHE, SS PSHE) ● effective strategies for planning and conducting revision (SS PSHE) |