

PSHE Policy

'A community of excellence, challenge and opportunity'

St Hugh's aims to educate all children in an enriching, happy environment, which nurtures the academic potential, mental health and physical wellbeing of all our pupils.

St Hugh's is an inclusive school. We aim:

- To provide an outstanding academic foundation for all abilities, enabling them to acquire the skills to become self-assured, lifelong, independent learners.
- To promote a creative and reflective learning environment where all pupils are supported to nurture their individual talents across the whole curriculum.
- To encourage a readiness and confidence to engage in a wide range of opportunities, whilst approaching new tasks and challenges with resilience.
- To develop a moral and spiritual awareness in pupils which leads them to value themselves and others as individuals.
- To prepare our pupils for life beyond St Hugh's by developing a collective awareness of their roles and responsibilities within the school and the wider community.

This policy is applicable to all pupils, including those in the EYFS.

Rationale

The personal and social development of our pupils is an important part of the role of the school. A PSHE programme aims to encourage pupils, including those in EYFS, to respect and care for themselves and others and to become responsible and well-informed members of society. The mental health and wellbeing of all pupils is of the utmost importance and the programme is in full support of this.

Alongside the programme for PSHE, it is our belief that the underlying principles should be reflected constantly in the daily life of the school and that responsibility and respect for other people and the environment should be the norm for all members of the school community. There are few school rules, but the St Hugh's Values provide a framework for behaviour throughout the school.

Objectives

We seek:

- To support the pupils' mental health and wellbeing whilst giving them techniques and understanding to improve this
- to give pupils the knowledge, skills and understanding they need to lead confident, independent lives and to be informed, active and responsible citizens.
- to develop good relationships with other members of the school and wider community
- to help pupils to develop a moral and spiritual awareness and to lead them to value themselves and others.
- to encourage pupils to respect and care for their environment within school, at home and in the wider world.
- to teach pupils about some of the political and social institutions that affect their lives and to help them to understand their responsibilities and rights as members of the community.
- to provide experiences for pupils that enable them to begin to learn about the different careers that might be open to them in the future.
- to help pupils to understand and respect differences between people, for example in race, religion or disability.
- to teach pupils how they can keep themselves healthy and safe.
- to enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- to enable pupils to distinguish right from wrong and to respect the civil and criminal law.
- to 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.
- to provide pupils with a broad general knowledge of public institutions and services in England.
- to help build resilience in pupils to the risk of radicalisation.
- to assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- to encourage pupils to respect 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 provide pupils with a broad general knowledge of public institutions and services in England.
- To support the RSE programme

The PSHE Curriculum

To ensure progression and a spiral curriculum, we use *Jigsaw*, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our pupil's

needs. This includes the statutory Relationships and Health Education within our whole-school PSHE Programme.

The mapping documents: Jigsaw 3-11 and statutory Relationships and Health Education and Jigsaw 11-16 and statutory RSE and Health Education', show exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements. (Please see the RSE policy)

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

The *Jigsaw* Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of www.jigsawpshe.com) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the primary (Years N-6) and relevant secondary (Years 7&8) year groups, including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year and at each stage is delivered age appropriately. The overview and more details of the programme can be seen on the school website. Throughout the year girls may use PSHE time to hold 'Girls on Board' sessions which is an approach to guide and help girls to navigate through the challenges of friendships. Boys in Year 7 and 8 may use PSHE lessons to work through topics involved in 'Working with Boys' including how to relate to each other and towards girls and women.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society. In Year 7 & 8, this unit includes impartial guidance on potential career options.

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
Summer 2:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss

When teaching about political issues and relationships, our teachers are instructed to ensure there is a balanced presentation of different policies, philosophies, views and emotions with particular reference to LGBTQ.

We allocate 40 minutes each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways; Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

As well as PSHE time, some year groups have a 20-minute current affairs session delivered by their form teacher.

In EYFS, Pre-Prep and Middle School, weekly circle times are held by class teachers and are used to deliver the PSHE programme, while Years 5-8 have allocated timetabled sessions for the programme. Form times are also used throughout the school to address any issue that may have arisen unexpectedly as well as to discuss topical issues or administrative activities such as electing Form Representatives for the School Council. Where necessary, additional support is given to children through small group and 1:1 sessions.

In addition to the above, all pupils attend a Wellbeing session six times a year. In EYFS, Pre-Prep, Middle and Upper School, these sessions are delivered by members of St Hugh's staff who have received specialist training. Furthermore, Year 7 pupils attend a course of Leadership Training in the Summer Term.

Assemblies

In Pre-Prep, assemblies are held in different forms and are led by teachers and/or pupils: PSHEE and RS are regular themes, and the Pre-Prep Values underpin much of what is taught.

In the Middle and Upper school, many issues from the PSHE programme are addressed through the weekly themes, which are introduced in the Monday assembly. Pupils and teachers throughout the school, as well as occasional outside speakers, present the Monday assembly. Teachers and form teachers take opportunities during the week to refer to the theme in their lessons or form periods wherever appropriate. Additionally, we welcome local clergy to take assemblies every term.

Weekly themes vary widely and include the school's six values (kindness, respect, independence, collaboration, courage and curiosity), key festivals of the Christian calendar, moral issues, current affairs and themes from other religions and cultures. Pupils are made explicitly aware of the term 'protected characteristics', why these are important and their status in law. In addition, in the Upper School a fortnightly Friday Celebration assembly is introduced with a hymn and a prayer. Middle School children also participate in a weekly assembly taken by members of the Middle School teaching team, that reinforces the 'theme of the week' as well as a weekly 'Learning and Thinking' assembly held by the Head of Middle School.

Wellbeing

Wellbeing is taught to all children at St Hugh's from Nursery to Year 8. The sessions are based on the St Hugh's values and incorporate yoga sequences, breathing exercises, affirmation games and meditations that are linked to the topics already familiar to the children in PSHE, enabling them to immediately relate to the subject matter.

All sessions are tailored to the needs of the cohort and are altered as the children's understanding and practice develops. The sessions vary in terms of content but follow a general pattern of a warm-up activity; yoga; breathing exercises; affirmation games; and meditation. The sessions are carried out on a yoga mat and blankets and lavender eye pillows are also made available. The benefits which these sessions are believed to bring as follows:

Warm Up Activity

- Improves circulation
- Releases endorphins
- Boosts energy
- Develops coordination
- Encourages social interaction
- Improves communication, cooperation
- Develops confidence and self esteem

Yoga

- Improves circulation and boosts immune system
- Promotes balance and mental calm

- Sharpens concentration
- Decreases tension
- Improves flexibility, balance and coordination

Breathing exercises

- Brings energy to the respiratory system
- Calms the nerves
- Develops concentration and clarity
- Helps reduce anger, anxiety and stress

Affirmation

- Promotes positive thinking
- Develops self-confidence and self-esteem
- Boosts self-esteem Improves emotional resilience

Meditation

- Improves concentration, listening skills and memory
- Improves mental and emotional health
- Promotes deeper sleep
- Develops imagination and creativity

The aim for each pupil is to:

- enjoy a pause in their busy life which offers time for self-reflection, acknowledgement of feelings and recalibration of emotions
- develop a grasp of the basic function of the amygdala and pre frontal cortex and how to manage them
- learn a range of techniques to help manage stress and feelings of anxiety
- prioritise positive wellbeing practices in everyday life in order to maintain good mental health

Mental Health

We aim to promote positive mental health for every child and member of staff. We pursue this using both universal, whole school approaches and specialised, targeted approaches aimed to support more vulnerable children.

In addition to promoting positive mental health, we aim to recognise and respond to ill mental health. By developing and implementing practical, relevant and efficient procedures and training relevant staff in 'Mental Health First Aid' we can promote a safe and stable environment for all. Each year the children complete a PASS (Pupils' Attitude to Self and School)) survey, which provides an indication of their wellbeing within school.

Personal, and social development

Pupils are encouraged to recognise their personal strengths and to make the most of them. Personal success is celebrated regularly.

In EYFS and Pre-Prep praise, stickers and House Points are awarded for good manners or keeping the Pre-Prep Values. All staff are proactive in their encouragement of high standards of behaviour.

In Middle School, staff use praise and the award of Learning Skills stickers, House points, Golden House points and Headmaster's awards. Each Form in Middle School partakes in a half-termly 'Family Lunch' session which requires pupils to consider a number of the school values: Kindness, Respect, Independence and Collaboration and focuses particularly on skills such as, table manners, conversation and etiquette. The winning form is rewarded with a 'Family Lunch Party' in the dining hall at the end of each half-term. Awards and prizes won outside school are celebrated alongside those in school during assemblies, to ensure that every pupil's successes are recognised.

In Upper School, achievements and efforts are rewarded through the use of House points, Golden House points, or through the distribution of Achievement Awards, sporting colours, prizes for art, certificates for music etc in assemblies. Awards and prizes won outside school are also celebrated in school to ensure that every pupil's successes are recognised. For older pupils, House points can be exchanged for vouchers which can be redeemed for rewards or privileges such as early lunch tokens. (Please refer to the school Behaviour for Learning policy for full details of the rewards and consequences given).

Pupils are regularly given opportunities to discuss issues such as friendship, loyalty, responsibility, bullying, environmental awareness, different faiths and cultures, personal health etc. through their drama, English, French, religious studies, science and other lessons. Form tutors respond to issues of behaviour and interpersonal relationships in form periods and the weekly Leviathan general knowledge questions often stimulate class discussions on a variety of topical subjects as well as raising the pupils' general awareness of global issues and the world around them. The subject of all types of marriage is discussed in form times, in RS lessons and more formally through the PSHE programme.

We endeavour to lead pupils towards distinguishing between right from wrong and towards, acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Furthermore, we aim to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity. We help pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community, and we take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.

Every pupil in Years 7 and 8 selects a member of staff to be their personal tutor. Tutors may meet with their tutees regularly as a group or individually or may prefer to see them informally as the opportunity or need arises. Tutors take a particular interest in the development of their tutees both in and out of the classroom, providing praise, support and guidance as needed.

Throughout EYFS, Pre-Prep and Middle School, all children participate in regular Forest School sessions that actively encourage their communication, leadership and team building abilities with many activities taking one of these elements as a main learning objective for the session. Through the 'Learning for Life' programme, pupils experience a progressive programme of residential trips which develop skills of a personal and collaborative nature.

There is a programme of progressive residential trips for Years 4-8 in which life skills are developed. The programme culminates in Year 8 with a week's camping in Devon followed by an overnight Forest School session in which they sleep in the school woods under self-made shelters and cook over an open fire.

Health and personal safety

Health and personal safety feature in the curriculum throughout the school. In science lessons, pupils are taught about health issues such as healthy eating, the effects of smoking and alcohol on the body, personal hygiene and sex education in line with the RSE policy. Pupils are provided with a choice of good quality food at mealtimes and healthy eating habits are encouraged.

Pupils are encouraged to be increasingly aware of and to take responsibility for their own safety, at an appropriate level, throughout the school, whether through play, Forest School sessions, in science or design technology lessons or on the games field.

In line with proposed suggested guidelines from the UK government, children from Years 3-8 learn the basics of Emergency First Aid as part of PSHE. These sessions take place annually and are run by the school nurse. The aim of the course is to equip children with the necessary skills to know what to do in an emergency, giving them simple instructions and encouragement for shouting or calling for help when necessary.

We have an Acceptable Use Policy for the internet and pupils are warned of the potential dangers associated with this and other technologies throughout the school. In Year 3-6 ICT lessons, pupils are made aware of the issues surrounding 'stranger danger' when associated with using the internet and the consequences of actions such as password stealing. The most significant message is that 'the internet is only as secure as your least secure contact'. In Years 7 and 8 lessons the importance of privacy and security during internet use is emphasised during ICT lessons. Outside speakers from Child Net deliver expert information on this topic.

Taking responsibility

Most pupils at St Hugh's will have an opportunity to represent their form on the School Council at some point in their time in the Pre-Prep, Middle and Upper Schools. Representatives are elected termly through a ballot organised by the form tutor and will normally attend two meetings. At the meetings they have the opportunity to present and discuss ideas for the improvement of the school.

Members of Year 8 are given opportunities to apply for roles of responsibility of Prefect & House Captain. Others such as Subject Mentor, captain of individual sports, Head Chorister or Head of the Orchestra are appointed throughout their final year by Heads of Department. All members of the year group attend leadership training in Year 7, delivered by the Deputy Headmaster, to prepare them to take on these roles of responsibility. At all levels in the school, pupils may also take on the role of captaining a sports team. Each Year 2 child acts as House Captain or Vice-Captain for the duration of a term: they are expected to act as good role models and carry out various responsibilities. In Middle School, Year 4 children are appointed as House Captain or Vice-Captain on a regular basis, with all taking a role or responsibility, and contribute to the organisation and running of the department by taking on responsibilities such as the day to day use of the playtime equipment and organisation and tidiness of the Art and Independent Project materials. There are roles of responsibility within the Boarding house including; Head of House & House Monitors, Food Council, School Council and Dormitory Captain. Boarding Heads of House may be asked to conduct tours for perspective pupils and visiting staff. Dorm Captains are the voice for their dorm and relay any faults or suggestions to the House Parents and are given the role of ensuring all have been woken during a fire drill, however, in practice, a member of staff would always conduct a thorough sweep of all dormitories.

Middle School Librarians are appointed throughout the year to help support the running of the library alongside the adult librarian. Each Year 3 pupil is allocated a Year 2 'buddy' whom they support during the transition process into Middle School. This process is then repeated with Year 5 and 8 pupils on the transfer into Upper School. In Pre-Prep and Middle School, all pupils are given jobs to do in the classroom to help to develop their understanding of leadership and responsibility to others.

Senior pupils may also be involved in activities such as running science workshops, helping with Pre-Prep maths day, sports days and other activities with younger pupils.

Environmental awareness

Pupils are made aware of their responsibilities in relation to their environment, both at the school level and globally. Forest School lessons in Nursery to Year 4 regularly incorporate environmental issues. There is also the opportunity to join ECO Council a forum used to create awareness and find ways to improve the school's carbon footprint.

Through their science and geography lessons pupils become more aware of global issues such as climate change and its probable effect on communities around the world.

Understanding the wider community & Careers Education

Pupils are encouraged to understand that they are extremely fortunate compared to the vast majority of people in the world. They are regularly given opportunities to become involved in fund-raising for a variety of causes, locally, nationwide and internationally with each house supporting a chosen charity each year. Visiting speakers may visit to launch activities, but pupils also take the initiative for themselves.

Pupils in Year 7 & 8 will be given career guidance through the Jigsaw scheme. Visitors to the school play an important role in helping pupils to develop an understanding of how the institutions and services of our society relate to their lives and what opportunities there might be for them to contribute, either as a volunteer or in a future career. Visits from local police, fire service and charity representatives give pupils an understanding of the emergency services and raise awareness of the role of the not-for-profit sector. The school's evening events programme includes a wide variety of people, for example diplomats, explorers and musicians. Currently the school uses Andrew Wright from 'School Speakers' to deliver sessions to pupils that steer a course away from issues arising in children's lives by helping develop the practical tools necessary to foster good mental health.

Pupils are encouraged to take an interest in current affairs and an understanding of topics such as politics through the current affairs lessons, in academic lessons and the weekly 'Leviathan' general knowledge quiz.

Cultural development

Pupils at St Hugh's are given many opportunities to participate in a range of cultural activities. Participation in music, art and drama is strongly encouraged and pupils of all ages have opportunities to perform in concerts and plays and to see their artwork displayed around the school. The Chamber Choir members have European tours, recently to Budapest, Lisbon, Venice and Athens. Year 7 pupils have the opportunity to go to France on a residential trip. Pupils also participate

in visits to theatres, art galleries and concerts. Cultural influences from around the world, for example Aboriginal art, African drumming and the major festivals from other faiths, are also incorporated into the cultural life of the school. Middle School take part in an annual 'Take One...' independent learning project which focuses on a different culture each year, through a starting point of a piece of art or historical artefact.

Assessment and evaluation

There is no formal assessment of the PSHE programme. Members of staff, especially form teachers and personal tutors, are expected to be aware of the personal development of all pupils in their care and to respond appropriately to those who need support and encouragement in their personal development. PSHE teachers feedback to parents in the form of written reports. These are also used by Form teachers to feedback about pastoral matters. Twice weekly staff meetings and informal discussions provide opportunities for the dissemination of information about individual or group concerns and decision-making about changes to the way the school approaches the issues. The iSAMS 'pastoral notes' also allow effective communication between members of staff about any pupil concerns.

The Deputy Head Pastoral and Head of PSHE evaluate the programme on an ongoing basis through discussions with staff at all levels in the school and through personal observation. A more comprehensive review is carried out periodically and changes to guidance to staff may be made in the light of this review.

Reviewed: April 2024

Review Date: April 2025