



Eaton Square Senior School

Wellbeing (PHSE) Policy

Approved by:	Caroline Townshend (Head)	Date: February 2022
---------------------	------------------------------	----------------------------

Author:	Hannah Sheehy (Head of Wellbeing)
----------------	-----------------------------------

Last reviewed on:	February 2022
--------------------------	---------------

Next review due by:	September 2022
----------------------------	----------------

Contents

1. Aims.....	3
2. Statutory requirements.....	3
3. Content and delivery.....	3
3.1 What we teach.....	3
3.2 How we teach it.....	3
4. Roles and responsibilities.....	4
4.1 The Governing Board.....	4
4.2 The Head.....	4
4.3 Staff.....	4
4.4 Pupils.....	4
5. Monitoring arrangements.....	4
6. Links with other policies.....	5

1. Aims

The aims of Personal, Social, Health and Economic (PSHE) education at Eaton Square Senior School are to:

- help students stay safe and healthy
- prepare for the challenges and opportunities of life
- foster an atmosphere of open, respectful and tolerant discussion in our school community
- develop knowledge, skills and attributes that they need now and in the future.

At Eaton Square School, PSHE Education is referred to as 'Wellbeing.' As such, this is how it will be referenced throughout the policy.

2. Statutory requirements

Wellbeing is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance.

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of Wellbeing including health education, see the relevant schemes of work, which are readily available; these will provide more details about what we teach in each year.

3.2 How we teach it

- Wellbeing lessons take place for each year group, once per week.
- As well as this, it should be noted that some aspects of PSHE are covered by timetabled 'Preparation for Life' lessons, once per week. Specifically, aspects of the 'Living in the Wider World' strand. In addition, the Assembly & Form Time programme covers many Wellbeing related topics.
- School trips related to Wellbeing take place throughout the year; for example, the trip to the 'Van Gogh experience' exhibition, to explore the impact of mental health issues.
- The curriculum will be delivered by the Head of Wellbeing, suitably trained teaching staff, the school nurse, and from time to time outside agencies and guest speakers.
- All pupils will be fully included in lessons, regardless of ability or special educational needs and/or disability. This will be done through establishing an open and non-judgemental culture in the class room, differentiated class work, as well as by working closely with the school SENCO to identify students who may have more complex needs in Wellbeing.

- At times, complex or controversial issues will be covered in Wellbeing lessons. It is key that in these instances, teachers do not let their personal beliefs and attitudes influence teaching.
- Teachers should feel confident in raising any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them. Where they do, appropriate solutions will be reached through further training, or timetable changes.
- A variety of teaching methods and resources will be used, including but not limited to: discussion, debate, worksheets, presentations, interactive resources, role play, research projects etc.
- The school is committed to assessing the progress of all students in Wellbeing, and will do so using higher order questioning, topic confidence checks, pop quizzes, as well as progress charts. This list is not exhaustive.
- Wellbeing teachers will write school reports where necessary, and attend all parents' evenings.

4. Roles and responsibilities

4.1 The Governing Board

The governing board will approve the PSHE policy, and hold the Head to account for its implementation.

4.2 The Head

The Head is responsible for ensuring that Wellbeing is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- delivering Wellbeing in a sensitive way;
- modelling positive attitudes to Wellbeing;
- monitoring progress;
- responding to the needs of individual pupils.

4.4 Pupils

Pupils are expected to engage fully in Wellbeing and, when discussing issues related to Wellbeing, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of Wellbeing is monitored by the Deputy Head (Academic) for the curricular delivery, and by the Deputy Head (Pastoral) through regular meetings, learning walks, book scrutinies and other methods deemed appropriate.

This policy will be reviewed by The Head of Wellbeing every two years, or when statutory guidance demands. At every review, the policy will be approved by the Head.

6. Links with other policies

This policy links to the following policies and procedures:

- RSE policy
- Safeguarding and Child Protection Policy
- Curriculum Policy