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Section 3.28 PSHME Policy

Introduction

Personal, Social, Health and Moral Education (PSHME) at Frensham underpins every part of the curriculum and is key to Frensham's Spiritual, Moral, Social and Cultural (SMSC) provision. PSHME is led by the Head of PSHME and overseen by the Director of Education.

PSHME is explicitly taught through the Horizons and Morning Talk programme within the curriculum and implicitly taught through the extra-curricular programme, Philosophy, Religion and Ethics (PRE) lessons and other events.

The Horizons programme is taught throughout the school and forms the main PSHME provision. All elements of the statutory requirements are met within the Horizons programme. The Horizons programme comprises of:

- Emerging Horizons: Year 1-6
- Developing Horizons: Year 7-11
- Expanding Horizons: Year 12 and 13

Each year group receives one hour of Horizons per week as part of their curriculum apart from Year 10 and 11 who receive their Horizons programme through half termly drop-down days and EYFS who follow their own holistic programme.

Frensham's Morning Talk programme in Year 7-13 further enhances the Horizons programme. Morning Talk consists of one Morning Talk lesson per week which will consist of either:

- a gathering of all students, where internal or external speakers will inspire students on a range of topics, or
- time spent in tutor groups with tutors where students can discuss issues and progress their own development

Morning Talk sessions are commonly devoted to calendar events such as Black History Month, Pride Month, etc. Morning Talk is overseen by the Curriculum Lead for Morning Talk.

In the Junior School (Years 1-6) the Horizon's programme is taught through weekly 30-minute lessons, based on the Cambridge PSHE Service programme. This is further enhanced through the regular time spent with the class teacher where emphasis is often placed on relationships and developing implicitly what has been explicitly taught in Horizons.

Policy Objectives

PSHME at Frensham underpins the schools' strategic aims and values, for example:

- Originality of thought: We encourage everyone to foster their boldness.
- Spirit of togetherness: Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with

a firm understanding of our responsibility towards our community.

- **Respect of individuality:** This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.
- **Courage to try:** We aspire to be the very best we can be.

In addition, the Horizons and Morning Talk programmes aim to develop the following six key skills in students as below:

- **Critical Thinking:** Critically evaluating information and influences to act in ways that are true oneself and values
- **Responsible Decision making:** Recognising potential consequences of our choices and how these may act affect others enabling one to act rationally and responsibly
- **Self-Awareness:** Recognising one's strengths, weaknesses and values and so developing self-belief and resilience
- **Self-Management:** Managing one's emotions and behaviours to achieve one's goals
- **Social Awareness:** Showing understanding and empathy for others and so developing open-mindedness, generosity, and compassion
- **Relationship Skills:** Forming positive relationships, working in teams, and resolving conflict

Student progress is measured and assessed through regular Grade Cards each half term. These may be complemented by the completion of Skills Records where students spend time producing work that explores these skills and explains how they have developed these skills both in lessons and also beyond lessons in their wider lives.

Mission Statement

The Horizons and Morning Talk programmes are committed to opening minds, developing resilient and compassionate critical thinkers, and expanding students' understanding of who they are as well as how they should act towards others and the world around them.

Resilience comes from an understanding that life inevitably includes hardship and difficulty but being prepared for this and with the support of others we can come through anything.

Compassion comes from thinking of others, empathy, and a desire for us all to be happy, fulfilled and to flourish.

Critical Thinking is crucial in evaluating how to act. Being informed about the world and understanding how the way we act affects others, enables us to act responsibly and with kindness.

Creating a Safe and Supportive Learning Environment

Caring, supportive professional relationships between staff and students are at the heart of a Frensham education and all classrooms are safe and supportive learning environments.

Horizons and Morning Talk lessons create a safe and supportive learning environment. Here clear ground rules are established where all students feel confident to express their views but where views which go against the Frensham values and fundamental British values are challenged in careful and constructive ways.

Where students indicate that they may be vulnerable and at risk, appropriate support is provided and action taken where necessary. Students will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

Equality of Opportunity

Frensham promotes the needs and interests of all students, irrespective of gender, sex, sexuality, race, ethnicity, culture, ability, or personal circumstance by ensuring that an ethos of valuing all is consistently present in our teaching. Lesson topics and resources consistently repeat messages of inclusivity and respect for all, and this is also present in our teaching methodology and in the equity of all professional relationships between staff and students.

The curriculum will consider the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access the PSHME provision. Resources are made clear and follow SEND guidelines to ensure that all can access the curriculum.

Frensham's PSHME provision, which receives input from the student, staff, and parent Diversity Committee, seeks to address the challenges of diversity to ensure equality for all by actively promoting Frensham's inclusive ethos as well as the fundamental British values. See Appendix A for details.

Teaching and Learning

In Years 7 to 13 students cover a variety of prominent issues. These are taught in a spiral curriculum with issues being returned to and built upon over the years to ensure students develop a good understanding of these areas and to help them make informed responsible decisions with whatever they are faced with in the future. It is hoped that the development of the 'Key Skills,' as referred to above, will be of help with students' choices and personal development as they grow.

Appendix A is an example of the curriculum layout however, the curriculum is an ever-changing programme as it remains relevant, up to date and appropriate for Frensham's students.

The Horizons programme is taught by specialist teachers and the Morning Talk programme, when in Form Rooms is taught by Form Tutors. All teachers get to know their students well and ensure that lessons are accessible to all and taught in a way that is engaging and encourages reflection on how the topics are relevant to each student's individual life and experience. This is often brought about through open discussion where students are encouraged to explore how topics are relevant to them and express their views.

Students understand the ground rules of inclusivity and mutual respect, and that they can always raise questions and concerns in Horizons lessons. Horizons lessons often cover sensitive and personal topics and if a student makes a disclosure or raises anything of concern then teachers will always follow school safeguarding policy.

Appendix A: Example of Horizons Curriculum

Year 7 Developing Horizons	
Transitions, Self-Awareness & Awareness of Others	<ul style="list-style-type: none"> • Personal identity and values • Learning skills and teamwork • Respect in school • Making and maintaining friendships • Identifying and challenging bullying, peer on peer abuse & online abuse • Communicating online
Mental & Physical Health & Wellbeing	<ul style="list-style-type: none"> • Regulating emotions • Wellbeing & Mental Health • Diet, Nutrition and exercise • Personal Hygiene • Tobacco & Vaping • Allergies & Dental Health • Puberty and managing change • Body satisfaction and self-image
Relationships & Careers	<ul style="list-style-type: none"> • Rights in the community • Relationship boundaries & unwanted contact • FGM and forced marriage • Safety and first aid • Careers
Year 8 Developing Horizons	
Equality & Relationships	<ul style="list-style-type: none"> • Stereotypes, prejudice and discrimination • Promoting diversity and equality • The Equality Act • Families • Use of language • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • RSE • Managing conflict
Risks, Online Behaviour & Mental Health	<ul style="list-style-type: none"> • Drugs, Tobacco and Alcohol • Resisting peer influence • Online choices and influences • 'Sexting' • Maintaining positive mental health • Self-esteem • Importance of physical activity • Wellbeing Activities
Online Presence & Careers	<ul style="list-style-type: none"> • Managing online presence • Digital and media literacy • E-Safety • Aspirations for the future • Career choices

	<ul style="list-style-type: none"> • Identity and the world of work
Year 9 Developing Horizons	
Relationships, Bullying, Peer Pressure & Crime	<ul style="list-style-type: none"> • Transitions, new challenges & GCSE options • Friendship challenges • Bullying; peer on peer abuse, online abuse • Peer Pressure • Gangs and violent crime • County Lines • Healthy/unhealthy relationships • Consent • Relationships and sex in the media • Impact of pornography • Assertive communication
Mental Health, Financial Health & Study Skills	<ul style="list-style-type: none"> • Mental health (including self-harm and eating disorders) • Nutrition, diet & supplements • Change, loss and bereavement • Healthy coping strategies • Financial decisions • Saving and borrowing • Gambling and debt • Gaming & Gambling • Study Skills
RSE, Contraception & Prejudice	<ul style="list-style-type: none"> • Contraception • Pregnancy & Parenthood • STDs & STIs • Cancer awareness • RSE • Sexism & Misogyny • BLM, Racism & Far Right Extremism
Year 10 Developing Horizons Drop Down Days	
Transition, study skills & mental health	<ul style="list-style-type: none"> • • Managing transition to key stage 4 including learning skills • Study Skills • Managing mental health concerns • Anxiety & Depression • Wellbeing • Self-esteem
RSE	<ul style="list-style-type: none"> • Relationship expectations & consent • Contraception • Heteronormativity & identity • Impact of pornography • Identifying and responding to abuse and harassment • RSE
Personal Safety	<ul style="list-style-type: none"> • First aid and life-saving • Personal safety

	<ul style="list-style-type: none"> • Knife Crime / County Lines • Parties, drugs & alcohol • Sleep • Drug abuse
ESafety	<ul style="list-style-type: none"> • Online presence and reputation • Online Relationships • Online opportunities • E-Safety
RSE 2	<ul style="list-style-type: none"> • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism
Financial Literacy	<ul style="list-style-type: none"> • Work experience, part time jobs, interview skills • Money Matters, debts, economic literacy • Gambling
Year 11 Developing Horizons Drop Down Days	
Staying Safe	<ul style="list-style-type: none"> • Making safe and healthy lifestyle choices • Health promotion and self-examination • Blood, organ, stem cell donation • Money management • Fraud and cybercrime • Preparing for adult life • Study Skills
RSE	<ul style="list-style-type: none"> • Relationship values; consent • Managing relationship challenges and endings • Maintaining sexual health; STIs • Sexual health services • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss • RSE
Healthy Choices & Actions	<ul style="list-style-type: none"> • Recognising and celebrating successes • Challenging unhealthy behaviour; Drugs, alcohol, substance misuse • Basic First Aid • Vaccination & Immunisation • Aligning actions with goals • Drugs & staying safe over the summer
Mental Health	<ul style="list-style-type: none"> • Life choices & safety – tattoos & piercings, diet, sleep etc. • Mental Health – basic mental health first aid • Online influences • Self-Harm & Eating disorders • Stress, Mental Health & Exams • Revision Skills

Year 12 Expanding Horizons	
Identity	<ul style="list-style-type: none"> • Self-Esteem & Identity • Gender Normativity • Pornography • Body Image
Relationship & Sex Education	<ul style="list-style-type: none"> • Healthy Relationships • Consent • Sex and the law • Contraception & pregnancy choices • Abuse - Sexual violence, emotional abuse, controlling and coercive behaviour, online abuse and grooming
Modern Business Ethics	<ul style="list-style-type: none"> • Globalisation • Consumerism & capitalism • Modern Business Ethics • Modern Slavery • Ethical Consumerism • Poverty and social injustice • Global Citizenship Challenge
Risky Behaviour	<ul style="list-style-type: none"> • Gambling • Drugs • Alcohol • Staying Safe at Parties and Festivals
Mental Health	<ul style="list-style-type: none"> • Mental Health • Managing Stress & Exam Pressure
Critical Thinking	<ul style="list-style-type: none"> • Fake News • Critical Thinking & Media • Logic 101 • Forming a good argument
Year 13 Expanding Horizons	
UCAS & Future Choices	<ul style="list-style-type: none"> • Personal Statements • Online reputation • Safe Driving
Diversity	<ul style="list-style-type: none"> • Combating intolerance • Islamophobia • Anti-Semitism • Racism • Immigration, migration, asylum • Extremism, intolerance & the dangers of over-tolerance • Tolerance vs. acceptance • Gender parity & roles – masculinity, feminism • Trans issues & gender non-binary

Individuals & the State	<ul style="list-style-type: none">• Democracy, voting rights, limits to government control• Law & equality• Welfare State• Freedom of Speech• Censorship, offense, hate crime, incitement of violence, religious freedom, freedom of the press etc.
Life After 6 th Form	<ul style="list-style-type: none">• Moving On• Alumni Activities• Sexual Health• Health, GPs etc• Mental Health at University and beyond• Finance