Aim for this evening: For parents to understand what PSHE is and how we deliver it at Wellsway School.

Leanne McNamara; ATL for RS and PSHE
Developing confident, respectful and successful young people
What is the status of PSHE in schools?

- Currently all maintained schools must deliver Sex and Relationships Education.
- By September 2019 all schools will have a responsibility to teach SRE
- The government is also assessing a bill that would make PSHE a statutory requirement for all schools
Why do we teach it?

• It forms part of a balanced curriculum
• To ensure that young people understand the law pertaining to both their rights and their responsibilities
• To ensure that they are given good advice about their futures
• To ensure they know how to be happy and healthy; be part of positive relationships and become functioning members of their communities and the wider world
What is PSHE composed of?

The PSHE Association (an organisation that receives grants from the government to develop PSHE provision and resources) endorses a curriculum that features the following areas:

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

These are then further broken into a range of topics.
How do we decide what to teach at Wellsway School?

- PSHE Lead meetings
- Bath and North East Somerset PSHE advice and guidance
- Government guidance
- PSHE Association
- SHEU survey
## What do we teach at Wellsway School?

<table>
<thead>
<tr>
<th>Term and Topic</th>
<th>Tutor and assembly programme</th>
<th>Key Stage 3 sessions</th>
<th>Key Stage 4 sessions</th>
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</table>
| **Term 1: Living in the Wider World** | • Students will learn about their rights and responsibilities as citizens.  
• They will also learn about democratic processes through the Make Your Mark youth vote | • British Values in Humanities  
• Unhealthy relationships and knowing how to deal with them  
• Hate crime | • Child Sexual Exploitation  
• Drug and Alcohol awareness |
| **Term 2: Relationships**       | • Preventing bullying  
• Anti bullying week  
• Making good friends  
• Recognising coercive relationships  
• Celebration of International Day of Persons with Disability | • Year 7: Puberty: delivered by the school nurse  
• Year 8: Body image/introduction to different forms of contraception: delivered by the school nurse | • Risks of radicalisation |
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| Term 3: Healthy living | • Mental health focus  
• Staying happy, healthy  
• Seeing stress in positive terms                                                     | • Teenage Cancer Trust assembly for Year 8  
• Healthy relationships delivered by school nurse                                             | • Holocaust Memorial  
• Mental health  
• Drug and Alcohol sessions run by Project 28                                            |
| Term 4: Relationships | • Celebration of LGBT History month  
• Different types of relationships  
• Different types of families  
• Positive role models  
• LBGT heroes                                                                | • Year 7 - Puberty: delivered by the school nurse  
• Year 8: Body image/introduction to different forms of contraception: delivered by the school nurse | • Consent sessions for Year 10 delivered by Brooke                                                      |
## What do we teach at Wellsway School?

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| **Term 4: Healthy living** | • Celebrating me!  
• The media and gender  
• What is a healthy lifestyle  
• Getting involved and taking part (clubs, extra curricular focus) | • Teenage Cancer Trust assembly for Year 8  
• Healthy relationships delivered by school nurse | • Holocaust Memorial  
• Mental health  
• Drug and Alcohol sessions run by Project 28 |
| **Term 5: Living in the Wider World** | • Combating stereotypes in jobs  
• How does school prepare you for life outside of work?  
• Important workplace skills  
• Writing a CV  
• Importance of a professional online presence | • Careers focussed sessions around the school within lessons and during assemblies - TBC | Careers focussed sessions around the school within lessons and during assemblies - TBC |
How do we teach it?

PSHE has a whole school focus and is delivered in a variety of contexts:

• Tutor time

• House assemblies

• Year group assemblies

• Year group specific sessions delivered by specialists. For example, contraception and sex education is delivered by our school nurse and Project 28 deliver our Drug and Alcohol Awareness sessions
How does PSHE safeguard your child?

• Through an exploration of the risks associated with living in the modern world

• Through allowing them to think about the factors that contribute to good relationships, physical/mental health and understanding of the realities of the world they live in

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What can you do to support the curriculum

• Talk with your son/daughter about the issues we cover in school; we will update you via the Ammonite about the sessions we deliver
• Ensure that you are aware of the risks associated with the modern world, especially around online safety
Where can you go for advice and guidance?

https://www.disrespectnobody.co.uk/
Information about healthy relationships

https://www.brook.org.uk/
Sexual health resource

https://www.anti-bullyingalliance.org.uk/tools-information
Anti-bullying alliance

https://www.talktofrank.com/
Advice and guidance about drug and alcohol use

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Values at Wellsway School 2018-19

A short guide to what we do, why we do it and what you can do to help
What is SMSC?

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC.

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**Ofsted definitions of SMSC:**

**Spiritual**
Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Ofsted definition of 'spiritual development'

**Moral**
Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Ofsted definition of 'moral development'

**Social**
Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Ofsted definition of 'social development'

**Cultural**
Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Ofsted definition of 'cultural development'
SMSC and Ofsted

SMSC provision by school grade

Outstanding (1)

The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.

Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development.

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What are British Values?

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Why are British Values important?

Examples of the understanding and knowledge pupils are expected to learn include:

• an understanding of how citizens can influence decision-making through the democratic process
• an understanding that the freedom to hold other faiths and beliefs is protected in law
• an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
• an understanding of the importance of identifying and combatting discrimination

(Ofsted Guidance, 2014)

“A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.” (Lord Nash - Ofsted guidance, 2014)

“This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.” (Lord Nash - Ofsted guidance, 2014)
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What does this look like in tutor time?

Lesson Plan
45mins or 15mins

Curriculum Mapping
1.1
1.2
1.3

DISCUSSION TOPIC
Is the selfie culture healthy?

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What does this look like in tutor time?

Pupil Vote!

Results are broken down by year group and gender

Compare your results against regional and national data
Votes for Schools Topics so far...

- “Is the British drinking culture an embarrassment?”
- “Should half the world be set aside for wildlife?”
- “Is this year’s Black History Month more important than ever?”
- “Should the UK stay in the single market?”
- “Do aliens exist?”
How can you get involved and support?

- Weekly updates of Votes for Schools topics are being included in the Ammonite.
- Students will learn about a topic during the week and vote on the following Monday.
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How else are SMSC and British Values supported at Wellsway?

• Auditing and reviewing how SMSC and British Values are developed across the curriculum
• Monitoring how SMSC and British Values are promoted in the pastoral programme
• Reviewing how we are promoting SMSC and British Values through extra-curricular activities
• Improving provision to ensure it is excellent
Community Action

Them and Us
Kindness • Respect • Living Without Harm

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Changing our school
The House System and Vertical Tutoring

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EQ is required to make IQ

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Developing confident, respectful and successful young people
Developing confident, respectful and successful young people
Community Action
Changing our World

Doing acts of kindness to others
Showing respect to others
Living without harming others

Now for some ideas ABOUT how we can do it together

Developing confident, respectful and successful young people
Getting Started: The PLC
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Rarely</th>
<th>Often</th>
<th>Regularly</th>
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<tbody>
<tr>
<td><strong>Principle 1 - Doing Acts of Kindness</strong></td>
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<tr>
<td>Students are kind in what they think about themselves and others who are</td>
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<tr>
<td>different to them</td>
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<tr>
<td>Students can recognise acts of kindness in themselves and others who are</td>
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<td>not the same as them</td>
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<tr>
<td>Students are kind in what they say to others even if they hold different</td>
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<tr>
<td>views/beliefs/attitudes</td>
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<tr>
<td>Students are kind when they give people feedback</td>
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<tr>
<td>Students join in organised acts of kindness</td>
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<tr>
<td>Students can define what being kind means in a variety of settings</td>
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<tr>
<td>Students can look for the positive in others (not just their friends)</td>
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<tr>
<td>Students look for opportunities to be kind to others (not just the people</td>
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<tr>
<td>they like</td>
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<tr>
<td>Principle 2 - Showing Respect</td>
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<tr>
<td>Students are able to accept other people have different views to them and that it is OK that they do</td>
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<tr>
<td>Students are able to show people respect at all times even if they don’t like them, what they say/do or what they believe</td>
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<tr>
<td>Students try and make people feel valued whatever their views</td>
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<td>Students can recognise strengths in themselves and in others who have different strengths</td>
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<td>Students know how to disagree with people and be kind at the same time</td>
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<tr>
<td>Students listen carefully to other people and try to understand their views</td>
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<tr>
<td>Students are able to use language appropriately to show people respect</td>
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<tr>
<td>Students are able to have empathy for people who are similar and also different to them</td>
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<td>Students are able to demonstrate an 'open character' rather than a 'closed character'</td>
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<tr>
<td>Students are able to recognise that people not like them are just like them</td>
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<tr>
<td><strong>Principle 3 - Living without Harm</strong></td>
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<td>Students can recognise unkind actions in themselves and others</td>
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<tr>
<td>Students are aware of the consequences of their actions/words</td>
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<tr>
<td>Students know how to find help for others at risk of harm</td>
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<tr>
<td><strong>Students consider ways to prevent harmful situations to themselves and others</strong></td>
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<tr>
<td>Students are aware that the choices they make can have a long term impact on others and the environment</td>
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<tr>
<td>Students consider their actions to ensure that they cause no harm to those around them and in the wider community</td>
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<tr>
<td>Students try to protect and look after people who are vulnerable (whether they are their friends or not)</td>
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<tr>
<td>Students understand that causing harm to others starts with the small choices they make</td>
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Choosing WHAT to deliver
It is a menu, not a set menu – our context, our choice!
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**Principle**

**Element**

Doing Acts of Kindness

1a. Students are kind in what they think about themselves and others who are different to them

1b. Students can recognise acts of kindness in themselves and others who are not the same as them

1c. Students are kind in what they say to others even if they hold different views/beliefs/attitudes

1d. Students are kind when they give people feedback

**Assemblies**

- Assembly 1
- Assembly 2
- Lesson 1
- Lesson 2
- Lesson 3
- Lesson 4

**Lessons**

- Articles
- Assemblies and lessons

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*WELLSWAY SCHOOL*
HOW we can deliver
Who?

A whole school principle
A specific year group principle
Intervention groups
Individual classes

Developing confident, respectful and successful young people
When?

- Tutor/PSHE time
- PSHE Assemblies
- House Assemblies
- Through a subject
How will we develop kindness, respect and living without harm in our school?

<table>
<thead>
<tr>
<th>Term 2 Theme – Disability Awareness</th>
<th>Kindness • Respect • Living Without Harm</th>
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<tbody>
<tr>
<td>Lead House - Burnett</td>
<td></td>
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<tr>
<td>Whole school collapsed tutor session at the start of Term 2 focusing on how we treat disabled people.</td>
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<tr>
<td>Burnett House Council and House Leaders meet to discuss which charities linked to disability will be fundraised for and what activities will take place during Community Action Week.</td>
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<tr>
<td>Students in Burnett House will prepare for Community Action Week during Term 2. All other Houses will be kept up to date in House assemblies.</td>
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</tr>
<tr>
<td>Burnett House will lead Community Action Week during week commencing Monday 3rd December. Monday 3rd December is International Day of Persons with Disabilities.</td>
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Developing confident, respectful and successful young people
Any questions?

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