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| **ST ANDREW’S COLLEGE POLICY DOCUMENT** | |
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**Introduction**

At the heart of life at St Andrew’s is a desire to see our students mature to adults equipped to face the many challenges of living in a world beyond the confines of the college. Helping our students to become responsible adults is achieved by a variety of processes influenced by background, upbringing, family life, friends, the community, their religion, and society as a whole, including increasingly, the media.

Amongst these various influences, we believe that the College has a vital role to play. We aim to develop skills that will help students to look in a non-judgemental way at significant global challenges, to support them as they try out new ideas and ventures and to build a sense of resilience when others challenge their thinking.

**The role of the College**

We believe that the College’s role will be most effective if it is seen as a partnership with parents, and that each aims to complement and support the other in helping young people cope with the physical and emotional aspects of growing up and in preparing them for the responsibilities that mature adulthood brings. To support parents, the College runs a number of talks specific for parents addressing such areas as drugs and mental health.

Governors and College leaders are cognizant of their responsibilities under *Part 8 Independent Colleges Standards Regulations 2019* to promote the wellbeing of students at the College. Wellbeing in this context has a wide application and includes health, learning, safeguarding, the contribution students make to society and their economic wellbeing. Consequently, the College places a high priority on personal, social and health education with all it entails and expects staff to take every reasonable opportunity to actively promote the wider notion of wellbeing. The College also seeks to actively promote fundamental British values, which fully accord with the aims and ethos of the College.

In PSHE/SMSC, we aim to develop in our students a sense of appreciation of the success of others alongside the ability to understand their own self-worth. Through student induction programmes, timetabled lessons, tutorial time, both formal and informal talks we aim to enhance the lifestyle choices students seek to make, encourage a sense of respect for others and develop a growing sense of self identity during their time at the College.

**The role of the staff**

The development of mature, responsible adults is a concern of every aspect of education at St Andrew’s; House Managers, Tutors, and indeed with all the staff, responsibility for the social, moral and spiritual development of those in their care. The boarding environment, ethos and community life of the College provide opportunities for all students to understand difference between right and wrong and the consequences of their actions. The predominant presence of students from overseas encourages an understanding of different cultures. PSHE purpose Personal, Social and Health Education includes social and moral education and self-awareness.

**Overall Aims and Objectives of PSHE and SMSC Education**

At St Andrew’s College we recognise the importance of our students’ personal, social, health and mental wellbeing. The PSHE/SMSC curriculum and pastoral support programme reinforces the College’s vision and core values:

**Within the College’s vision we strive to:**

• Provide a supportive pastoral environment which meets individual needs, and promotes the development of happy, considerate students

• Offer a rounded education, rich in extracurricular activities and international opportunities, which facilitates the acquisition of life skills and encourages both participation and individual excellence

• Ensure equal opportunities for all in a cosmopolitan meritocracy with a commitment to access and social mobility

• Encourage the appreciation of the spiritual dimension to life, and the development of a sound moral framework

**Throughout the College we value and promote:**

**Endeavour**

• We aim high and challenge ourselves inside and outside the academic environment

• We try our best and are not afraid of making mistakes, learning through new experiences and from others.

**Intellectual curiosity and scholarship**

• We love learning, thinking deeply and being creative

• We welcome reasoned debate and see PSHE and tutorials as an opportunity to learn and practise these skills.

**Breadth and balance**

• We are involved, engaged and committed

• We take full advantage of the opportunities we are given

**Valuing one another**

• We each play our part in creating a strong College community

• We believe in ourselves but are considerate and down to earth

**Specific Aims of PSHE/SMSC**

The core aim of the PSHE/SMSC curriculum is to:

• Develop students’ knowledge and understanding of sensitive and complicated issues at a time that is appropriate and relevant for them. This is achieved through lessons, and assemblies’ as well as one to one guidance.

• Develop the important social and communication skills necessary to absorb, consider and discuss the content.

It is hoped that by providing opportunities for in-depth discussion and reflection, students will be able to make informed decisions and healthy lifestyle choices, particularly regarding relationships and sex, internet use, drugs, alcohol and tobacco as and when appropriate. In addition; by taking care to tailor schemes of learning to particular age groups we aim to tackle the issues affecting them and their peer groups.

The PSHE/SMSC curriculum provides a vital opportunity to develop communication skills, teamwork and a variety of presentation methods. By deliberately varying the methods used for learning and student participation we are able to cater for a variety of needs and maintain a supportive and stimulating learning environment.

**Personal Education:**

• To enhance students’ self-knowledge, self-esteem, self-worth, self-confidence and happiness

• To encourage students to understand the issues which are appropriate and relevant to them at different stages of their development

• To develop the knowledge, understanding and skills they need to manage their lives, both now and in the future

• To help students to learn the importance of patience, determination and to be resilient

• To nurture mature, confident students who make the most of their abilities and celebrate personal successes

• To develop students’ understanding of themselves, their ability to solve problems, make informed decisions and understand the consequences of their choices

• To encourage students to take responsibility for their behaviour and show initiative

• To help students to understand the importance of values (our own, of others and general British), individual conscience and moral considerations

• To help students learn to manage and understand their emotions and develop emotional intelligence and literacy

• To teach students to explore, consider and understand moral and ethical dilemmas

• To help students to stay safe and recognise (and manage) risk and avoid exploitation, bullying and abuse Health Education:

• To develop a physically and mentally healthy and safe lifestyle

• To educate students about issues ranging from: diet and healthy eating; exercise; illnesses (mental and physical); relationships, sex and STIs; drugs, tobacco and alcohol when age appropriate

**Economic Education:**

• To develop financial capabilities for personal money management and also an understanding of the wider economy

**Social, Moral, Spiritual and Cultural Education:**

• To help students distinguish right from wrong and to respect civil and criminal law

• To help students identify their own moral codes and values and recognise the consequences of their own actions

• To encourage students 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 College is situated and to society more widely

• To develop students’ social and interpersonal skills to enable them to foster good relationships and recognise negative or abusive ones

• To help students to manage their relationships confidently and sensitively

• To learn the values of respect for one another and empathy

• To provide students with a broad general knowledge of public institutions and services in England

• To assist students 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 help students to make choices based on respect and understanding of differences and with the absence of prejudice

• To introduce students to the UK political system

• To encourage students 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 prevent radicalisation

• To help students engage in charitable fundraising and participation in local, national and international community projects

**PSHE Education Programme for Pre-GCSE Students**

Year 11 students on pre-GCSE courses cover several areas based upon each year’s cohort. These are:

• Making Relationships

• Self Confidence and Self Awareness

• Managing Feelings and Behaviour

• Making a Positive Contribution and British Values

• Keeping Safe

• Healthy Lifestyle

• Addictions

• Medicine and Drugs

• First Aid

**SMSC Education Programme**

The SMSC programme is delivered formally through PSHE lessons, tutorials, and informally (through the curriculum, assemblies, religious observance, pastoral and disciplinary systems, and through the day to day interactions between staff and students).

The programme focuses on the following themes which overlap with the PSHE aims:

• To enable students to develop their self-knowledge, self-esteem and self-confidence

• To enable students to distinguish right from wrong and to respect the civil and criminal law

• To encourage students 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 College is situated and to society more widely

• To provide students with a broad general knowledge of public institutions and services in England

• To assist students 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 students 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;

Throughout the delivery of the programme we carefully consider different political standpoints without the promotion of partisan political views in the teaching of any subject in the college. We take steps to ensure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views at an age appropriate level.

The following examples highlight some of material covered at different ages and through a varied medium:

The rule of law, structure of the Houses of Parliament

Magna Carta

Police, fire brigade, NHS and pharmacies

Democratic process for College Council,

Competitions etc – all closed ballot Discussion and taking part in referendums for major British political events eg Scottish Referendum, General Election and age specific

**PSHE/SMSC**

Teaching Methods.

A range of teaching methods are implemented:

whole class discussions,

small groups,

paired and individual activities,

brainstorming,

videos and stories

Guided walks around Cambridge

**Review:** July 2015, July 2016, August 2017, July 2018, August 2019, May 2020

**Next Review:** August 2021.