

## S. Anselm's School



Policy Title: **PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) Including Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy**

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## **Introduction**

S. Anselm’s School has, like many other boarding prep schools, a long tradition of commitment to good quality, caring, interpersonal relationships within its close-knit community. The fostering of personal and study units, and the pastoral and discipline systems, as well as the development of confidence and fulfilment through sport, music, art, and drama, is an aspiration the school continually works towards. When combined with a commitment to moral and spiritual development through collective worship and R.S., and an outward sense of responsibility towards other communities, both local and world-wide, we feel that we provide a well-rounded and holistic approach to the pupils in our charge.

In Pre-Prep (Years 1 and 2) and the Junior Forms (Years 3 to 5) most subjects are taught by the class teacher in one form room. This allows for a close relationship to be formed both with the teacher and pupils and the pupils themselves, it also allows PSHE to be incorporated into the daily life of the class. A 40-minute lesson is also taught weekly. In the Senior Forms (Years 6 to 8), form groups have a dedicated Tutor with whom they see daily for a minimum of 30 minutes. It is hoped that a firm relationship will be formed between the Form Tutor and pupils and thus allow issues that arise to be dealt with during this tutor time. The Senior Forms also have a weekly 40-minute PSHE lesson. We also include the statutory Relationships and Health Education within our school PSHE Programmes.

## **Aims**

- i) To enhance our pupils’ understanding of themselves, others, their society and place in the world in order to be better equipped to live focussed and responsible lives.
- ii) To promote the personal, moral, social, spiritual and cultural development of our pupils, and guide them in developing a healthy and fulfilling life-style.

- iii) To reflect and contribute to the whole school ethos by encouraging and developing activities throughout the curriculum and beyond it which help to develop good personal skills for life, positive contributions to our communal life, and responsible, pro-active attitudes towards the needs of communities beyond our own.
- iv) To promote fundamental British values of democracy, Rule of Law, individual liberty and mutual respect, and tolerance of different faiths and beliefs in order to become informed citizens of society.

## Objectives

Our main objective has been, and always will be, to ensure every pupil who leaves S. Anselm's will be a well-rounded individual, equipped to meet the challenges of the next stage of life, with the following attributes:

- Good relationships
- Confidence
- A sense of responsibility
- A healthy lifestyle
- Global concern
- Growing independence
- Self respect
- A tolerance of others
- Good moral values
- Democratic understanding
- Awareness of a spiritual dimension
- Community awareness and cultural understanding and awareness

The School Ethos outlining the above is displayed in classrooms, on school noticeboards and is printed on the first page of the Prep Diaries. (See Appendix 1)

## Implementation

The positive nature of the S. Anselm's community and quality of its community life are the backbone to all that is done in the school, most of which meets many of the aims and objectives of the PSHE curriculum. From Reception to Year 6 the children are following the "Jigsaw" Scheme – The Mindful Approach to PSHE. In years 7 and 8, the school is using the "Chameleon" Scheme. Other resources will also be used to enhance the Jigsaw and Chameleon schemes.

- Pre-Prep (Reception - Year 2): 1 weekly 30min PSHE period and circle time within forms, golden time, regular assemblies (Year 1 and 2 pupils undertake Friday assembly with the Prep School, to aid their transition to this section of the school.
- Prep School (Year 3 to 5) – Regular contact with the form tutor allows flexibility within the day to address issues as they arise such as relationships within the class and other pupils in the school, current affairs that may need explanation and discussion to resolve any fears or anxiety of the pupils, regular collective worship, assemblies and weekly House meetings. 1 weekly 40-minute PSHE lesson with the form tutor.

- Prep School (Year 6 – 8): In addition to daily contact with the form tutors (Years 6 to 8), regular collective worship, assemblies and weekly House meetings, these year groups also have a dedicated 40-minute PSHE lesson each week with a dedicated PSHE teacher. In addition to this Year 8 also receive further RSE sessions in their leavers programme.

### **PSHE Syllabus Years 1 - 6**

From January 2017, we now use the Jigsaw Scheme of Work as our main syllabus for Years 1-6. This was updated to the Online Jigsaw Portal in October 2024. Jigsaw is a mindful approach to PSHE and each year group follows six puzzles in sequence from September to July. The puzzles are:

Michaelmas 1: Being Me in My World

Michaelmas 2: Celebrating Difference (including anti-bullying)

Lent 1: Dreams and Goals

Lent 2: Healthy Me

Summer 1: Relationships (Including RSE)

Summer 2: Changing Me (Including RSE)

### **PSHE Syllabus Years 7 and 8**

A new PSHE scheme 'Chameleon' was purchased and implemented in the Lent Term (2025), this is followed by Years 7 and 8. The topics are also taught in blocks and cover:

- **Emotional and mental health**
- **Future choices and money**
- **Health and fitness**
- **Keeping safe online and offline**
- **Relationship and sex education**
- **Skills, values and responsibilities**

### **Teaching Strategies**

These are varied to suit the subject in consideration, and the strengths of the staff leading the session. Circle Time is established and well-used throughout the entire school either formally or informally, with additional initiatives such as Talking Partners being regularly applied to great success in the younger years. Group work and interactive approaches are also widely used as well as opportunities to promote good speaking and listening skills. Many different teaching styles are employed to engage every different participant (see Inclusion & Differentiation Policy) and ensure pupils fully integrate with their form during the lesson are able to reflect individually on their own skills and/or development.

### **Sensitive issues covered within the PSHE curriculum**

As the school teaches pupils in both Key Stages 2 & 3, elements of Relationship & Sex education need to be present. The majority of the biological-based information surrounding changes in puberty, menstruation and sex are covered by the Science Department in discrete lessons, however the School Nurse also plays an important role by talking to groups about sensitive issues eg. menstruation with Year 5 girls. The Head of Boarding/Boarding Assistants also play a pivotal role and

are often the first point of contact as and when any difficulty arises, particularly for the Year 7 & 8 pupils.

Issues and problems surrounding relationships and growing-up can also be addressed in an appropriate way with form teachers or any responsible adult that the pupil feels confident and comfortable with.

It is vitally important that Parents are included and made aware of what the pupils are taught in respects to the RSE curriculum. Parents are invited to a meet the teacher evening at the start of the year and are informed of the RSE topics covered in that year group and the terminology covered, they are able to ask any questions during this time, they are also provided with a written overview of topics covered. The PSHE lead conducts Parent-Teacher meetings throughout the year to share progress and to allow parents to ask any questions they may have. Further to this, parents are written to shortly before RSE topics are covered, this letter/email includes links to materials used in the lessons. Parents are also informed that they have the right to withdraw their child from the RSE curriculum.

During PSHE lessons covering sensitive issues, it may be necessary for pupils to be split into smaller groups or by splitting the boys and girls, so they are taught separately.

The school also had a talk by the NSPCC – “Speak out. Stay safe”. This is a national programme (Endorsed by Derbyshire Safeguarding Children Board) delivered every 2 years to KS1 and KS2 pupils empowering them to be aware that they have the right to speak out and be heard, the right to be safe and the right to get help when they need it.

Some pupils in Years 7 and 8 have requested to give a talk to pupils to their year group about a learning difficulty they may have or a serious medical condition. This has been very positive and is often well-received by the year group, enabling the speaker to grow in confidence and their peers to show empathy and support.

In 2021, we reviewed the PSHE provision in Years 7 and 8 and made it clear to members of staff teaching PSHE that the syllabus can be moved to different terms to suit the needs of a specific year group – ie Sex and Relationships being covered in the Michaelmas Term, rather than Lent Term.

### **RSE –Relationships and Sex Education and Health Education**

In September 2020, SRE became compulsory for schools. S. Anselm’s has already developed a very comprehensive PSHE scheme which covers many aspects of SRE. An INSET took place for all staff who teach PSHE/RSE on 1<sup>st</sup> September 2020 outlining any additions to the scheme.

SRE - Government Guidance 2019 states that:

By the end of Year 6 – pupils will have covered Families who care for me, Caring Friendships, Respectful relationships, online relationships and Being safe

By the end of Year 8 – pupils will have covered Families, Respectful relationships, Online and media, Being safe, Intimate and sexual relationships, including sexual health.

Health Education – Government Guidance 2019 states that:

The aim of teaching pupils about physical health and mental wellbeing is to give them information they need to make good decisions about their own health and wellbeing.

By the end of Year 8 – pupils will have covered Mental wellbeing, Internet safety and harms, physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid, Changing adolescent body.

To ensure continued alignment with national expectations, we are reviewing and updating our provision in light of the new Department for Education (DfE) guidance published in **July 2025**, which becomes statutory from **1 September 2026**.

While the current (2019) guidance remains statutory until August 2026, we are proactively preparing for the upcoming 2025 guidance, including:

- Teaching pupils to recognise and challenge misogyny, sexism, and other forms of discrimination
- Exploring the ethical dimensions of relationships, consent, and mutual respect
- Discussing the influence of online media, including AI-generated content, pornography, and harmful subcultures
- Strengthening content on public safety (e.g. water safety, rail safety, road safety)
- Ensuring teaching materials are transparent and accessible to parents
- Reaffirming our commitment to inclusive education that respects all pupils and families

### **Assessment**

As in any subject Assessment is a crucial part of PSHE, allowing teachers to track progress, celebrate successes and to show next steps. An assessment grid is placed in the back of each pupil's book so that they are aware of what they are working towards. Pupils are either assessed as working towards, working at or exceeding. PSHE is also included on the written reports for each child as well as having parent-teacher meetings. Pupils are assessed by work produced but also verbal answers throughout the lesson.

### **Inclusion**

The school operates a fully inclusive approach. All pupils are challenged at an appropriate level to their ability and Schemes of Work deliberately contain a wide-range of learning styles in order to meet pupils' diverse learning needs. Differentiation is actively encouraged and discussed in the section below. Please also see the school Equal Opportunities Policy.

### **Differentiation**

The style of teaching for this subject makes it particularly accessible to those pupils who may have literacy or numeracy difficulties with other subjects. Support staff working with specific individual pupils with SEND join in with PSHE and are often invaluable in sharing their own insights and experience with the group. Differentiation is possible through offering a choice of activity in response to a subject.

Some pupils may have weaknesses in personal and emotional skills, and particular care and sensitivity needs to be shown in order to ensure progression in these areas for them. Pupils' emotional regulation can be addressed in school through small group or one to one sessions with teaching staff. For pupils who may need more support we have a School Counsellor, who will work with individual pupils and their families on a weekly basis. Social Stories and Lego Therapy sessions are also available via the School Nurse or Head of Learning Support. The Learning Support Department work closely with Form Tutors and staff delivering PSHE to ensure the personal and emotional welfare of each pupil.

The PSHE curriculum can be adjusted to ensure that the topics covered are at the correct level for our pupils. Some year groups/pupils may be more streetwise, sexually aware or vulnerable than others and so the depth and detail of specific subjects may differ accordingly.

Please also see the school Differentiation Policy.

### **Teaching through ICT**

The department has a good range of media resources and will continue to add to these where necessary to reinforce areas. ICT has been used to produce leaflets in response to certain topics, and to do some research as well as incorporating this within group-based activities to deliver presentations. BBC Newsround and Learning Zone clips are resources that are used as and when appropriate material is available. The provision of ipads, smartboards and whiteboards with internet and desktop access in classrooms has helped to further develop the curriculum.

### **Teaching through other curriculum areas extra-curricular activities**

Many of the elements of PSHE, particularly those connected to interpersonal and relationship-based life-skills, provide an important backdrop for our extra-curricular activities. This occurs virtually on a daily basis, relies heavily on pupils working together, demonstrating positive behaviour towards one another and cooperating at all levels in order for their session to work successfully. Activities are both on and off site, can be short hourly sessions, full day excursions or take the form of residential trips, and in all instances staff are aware and recognise the need to encourage, as well as model, the core values held by the school.

On a simpler level this is shown by continuing co-operational Extras, such as those involving sports teams or the variety of successful musical bands and choirs that the school runs. The Extras programme is constructed on the basis that it adds to the holistic view of the child's education and development.

### **Spiritual, Moral, Social and Cultural Development (SMSC) and British Values**

School-wide activities, such as the collective worship elements of assemblies and Church services, play a key role in the delivery and consolidation of PSHE and SMSC values. Throughout the year each form group will present up to two assemblies to the whole school based on a theme for the term. Assembly themes have included perseverance, endeavour, imagination and forgiveness. Assemblies can also link to specific elements of the curriculum and current affairs that are relevant to the school community. During assemblies, pupils are regularly selected to perform a piece of music to the school, achievements are applauded, and current affairs or themes may be raised as is appropriate such as Black History Month.

Informal Concerts by the Music Department are also held termly whereby the performer is allowed to choose a "buddy" who will support them in the audience during the performance.

In addition, staff model the positive behavioural roles daily, and high expectations are set for all pupils present in the school. The use of a daily 'family style' lunch with staff or school prefects leading tables provides pupils with good role models in terms of manners and inter-personal skills. Polite conversation is expected along with the idea of nurturing a sense of shared experience and ownership. Pupils read 'Grace' out before and after lunch, which helps to develop an appreciation for food that has been provided.

The school also has an active house system whereby all pupils and teachers belong to one of four houses: Churchills, Nelsons, Pitts and Wellingtons. Fostering the house system in school aims to give pupils experiences of loyalty, responsibility, democracy, and involvement and belonging to a sub-community of the school. Weekly House Meetings, the collection of house points through good work and behaviour, together with the annual "House Shout" (a singing competition) further foster the community aspect of the system. Houses are also responsible for developing fund raising strategies for local charities eg. Cake stalls, homemade items and games to play. House noticeboards in the main corridor outline current chosen charities, house news and fundraising ideas. All pupils receive a house badge to wear on their blazer and enjoy taking part in a variety of house events throughout the school year. Recent house events have included a European Languages Quiz, sponsored walk for MND as well as the yearly Times Tables challenge. Termly House Sports tournaments for Juniors and Seniors also help to develop a sense of belonging, pride and team spirit.

The school is aware of the Prevent strategy. Issues regarding radicalisation are appropriately discussed with pupils during form tutor periods, assemblies and house meetings and are particularly pertinent and focused on world current affairs when in the public domain and if a concern is raised by a pupil.

To make another positive contribution to their own moral development and school community, pupils of all years act as guides to new pupils visiting for their 'Taster Day', and for the first few days when they join the school. This requires a thoughtful, empathetic response to the new child's needs and fosters a sense of one co-operative community acting for each other's good in the school. It aids the integration of new children, breaking down barriers between them and those who are well integrated in the school. Each child in Year 3 has a senior guide from Year 8. This helps the new pupil to settle into Prep School routines as they can advise on practical matters, such as lost possessions, are there as a possible companion at break time and generally take an interest in the new pupil's life and progress in the school. This benefits the new pupil, but also the development of social and citizenship skills for the senior pupil to aid the creation of a cohesive and caring community.

The school has also encouraged whole school learning experiences such as S. Anselm's Day, Up Up and Away Day (2024), Wheels in Motion Day (July 2023), World Poetry Day, World Book Week, Anti-Bullying Week and European day of languages. These enable the children to experience first-hand activities that encourage and promote PSHE values. The Junior Forms also work hand in hand to promote dedicated days where activities between the year groups are shared such as Thinking Skills and various themed days. This again promotes social, moral, spiritual and cultural goals.

It would be amiss not to include the boarding aspects of PSHE, which are so embedded within the school community that it would be easy to overlook them. The school has a healthy boarding community and their pastoral well-being in terms of their relationships with one another relies on what they experience around school as well as learning in discrete lessons. The structure of the school focuses on what has been termed as a '360° education' and the expectation of all pupils is that the values learned are applied throughout their entire time in school. Evening and weekend activities strive to promote friendship, teamwork and community. Time spent within the boarding house is further supporting the development of each child by house parents raising and addressing issues as required. Specific issues such as physical development, personal hygiene and other sensitive issues are also often dealt with in a more sensitive manner by the School Nurse, House parents and School Matrons, as well as being addressed more generally during discrete PSHE lessons.

In present reality, so much of value in PSHE and SMSC is inherent in the pupils' experience of the communal life of the school itself. This is further enriched and delivered through the Head in his assemblies, assemblies given by members from Bakewell Church and in Friday class/year assemblies,

which are held by every year group on a rolling programme. The Religious Studies curriculum also helps pupils to develop an understanding of other cultures and faiths.

Regular Church Services are held throughout the school year to celebrate Harvest, Christmas and Easter. All pupils from Years 2-8 usually attend the services, which helps to promote an understanding of the Christian faith.

As well as PSHE lessons, pupils in Years 3-8 also take part in a weekly debate during tutor time. The 'Picture News' website is used to initiate each weekly debate, which is current and relevant to what is happening in society and the wider world. Form tutors use tutor time to show a PowerPoint containing a current news story, providing an image and a thought-provoking question. Picture News allows pupils to learn about our world, develop respect for other beliefs, feelings and faiths. It also encourages exploration, discussion and challenges and inspires children to learn.

To further promote 'pupil voice', a School Council was introduced in 2016 where a candidate represents their year in half-termly Council Meetings. Pupils discuss a variety of issues linked to school and how to resolve or improve these. Council members are voted in by a majority vote and stand for one year with new representation for Years 3 to 8 being selected in January. Topics covered in each meeting include Curriculum, Facilities, Food, Environmental issues, Free Time and AOB. The minutes of each meeting are shared with the Head, Deputy Head, pupils, form tutors, senior management, facilities and catering teams to form an action plan. Council members also receive a copy to feedback to their year group.

There is a 'Pastoral Care Notice Board' on the main school corridor which displays the School Ethos and Rules, School Council Meeting Minutes, Out of Bounds Areas, Anti-Bullying Information, How to Ask For Help and School Counselling Information.

In Year 8, pupils can be selected to become School Prefects, Deputy Heads or Head Prefects (See Prefects Policy in Behaviour Policy). In June 2017, a new selection process was set up which has enabled the Year 8 pupils to have their voice heard by taking part in an anonymous vote. The pupils think of qualities that they feel are important to become a School Prefect. Pupils were unable to vote for themselves but could choose four of their peers. The votes were presented to the Headmistress, which she used, alongside staff feedback, to make the final selection. Additional prefects can be appointed throughout the school year, and the Year 8 pupils and staff are asked for their views. In 2023, all Year 8 pupils have been made 'monitors' and have a role within the school. This gives all Year 8 pupils a sense of worth and the opportunity to excel in their role, which may result in them being awarded a prefect tie. The Duty Rotas Notice Board located near the Hargreaves Hall displays rotas for members of staff and prefects. Pupils can use the information to help find people who can help them during 'Off Games' and break times.

British values are reinforced during our School Remembrance Service, which takes place on the school lawn. Children of 'forces families' are invited to read a list of Old Anselmian's who have died in the 1<sup>st</sup> and 2<sup>nd</sup> World Wars. These names are also displayed in the school dining room and in 2022, it has been decided to name the school classrooms after the fallen. A framed photograph and details of their achievements have also been put in every classroom. This provides pupils with an understanding of the sacrifices others have made for our country.

Pupils from Years 6-8 can volunteer to take part in a debating evening. The children meet during break times and after school to discuss their ideas and two teams are created to support or oppose the debate. The pupils involved have a specially prepared supper when they can debate the issue in full. Members of staff from visiting schools listen to and judge the debate. This evening supports the British values of democracy.

The pupils visit a range of places of worship linked to the Religious Studies syllabus and the schools welcomes children and their families from other countries such as Spain, France, Ukraine, Russia and

China. This helps to build up a respect for different religions and a tolerance for other people's beliefs.

Recent whole school events such as the S. Anselm's Up Up and Away Day, Horticultural Show, Wheels in Motion and Pet Show involve all pupils, teachers and parents. The events highlight important values such as teamwork, co-operation and delegation to create lots of fun activities and charity stalls to raise money.

During Open Days, Old Anselmian Days and Grandparents Lunches, pupils are selected to help guide visitors around school. This promotes a respect for other people and fosters a caring community. We also have themed lunches, for example to celebrate Chinese New Year, to help widen pupils' awareness and tolerance of other cultures, religions and parts of the world.

Throughout all the above activities and within the PHSE curriculum, S. Anselm's actively promotes and encourages British Values, Spiritual, Moral, Social and Cultural Development.

### **Teaching through other activities**

The school regularly organises one-off events that tie into PSHE and in the past many different events have occurred demonstrating the breadth that the school offers. These events also serve to promote fundamental British values (See the school newsletters and website)

- Coronation of King Charles III – Pupils and Parents were invited to a special service on the Head's lawn. Pupils were then presented with commemorative badges to be worn on their blazers by the Friends of S. Anselm's. Pupils also had a form time dedicated to the coronation and then took part in the Coronation House Quiz.
- Year 8 visit to the Houses of Parliament and a meeting with the local government minister
- Whole school Careers week, Speakers invited into school to share their careers.
- A Swimathon – 50 pupils collectively swam the equivalent of the English Channel 3 times in order to raise awareness about keeping fit
- The entire Pre-Prep ran a mile long charity fun run for Sport Relief
- A charity Bike ride in aid of the Christie Trust was completed by the entire boarding community, including both pupils and staff.
- The school Inter-house Music competition which involved every pupil and member of staff in the Prep school.
- School wide Reading Competition, in which every child in the Prep School participated
- A Musicians Tours, such as to Jersey 2022 and Dublin 2023, with 30 children either playing or singing
- Two events leading up to the Music tour; a quiz night for 100 people and a formal meal at school for supporters, raised money and awareness for these trips.
- A formal meal in the Boarding House to commemorate Burns Night
- 'Study Skills Zone' sessions to support older pupils with revision techniques
- Elevate Education Study skills support for Year 8 and parents.

Every half term the school organises a whole-school charitable event, on most occasions this is a non-uniform day (mufti) with a 'fine' for wearing home or themed clothes. Proceeds raised are then

donated to a chosen charity. The school has also had a range of assemblies in order to give a fuller explanation of the charities.

Recently, these have been (where \* denotes an external speaker)

- Aqua Box
- Diabetic Charities including T1 international
- Derbyshire Air Ambulance\*
- Bluebell Wood Children's Hospice \* – talk linked to Pitts House
- Christmas Shoe Box Appeal
- Sheffield Children's Hospital\*
- MacMillan Cancer Research\*
- Derbyshire Wildlife Trust\*
- Sheffield Archer Project for the Homeless\*
- Seeds for Africa\*
- Wish Upon a Star: Children's charity\*
- Helen House\*
- RSPB: Save the Sumatran Rainforest Appeal\*
- MIND Charity\*
- The Work and Importance of the Peak District National Park\*
- The Edale Mountain Rescue Organisation\*
- CLIC Sargent Cancer Charity for Children
- Guide Dogs for the Blind\*

### **Careers**

In Years 7 and 8, PSHE lessons in the summer term cover 'You and the World of Work'. In Year 7, the syllabus covers what is work, why people work, advantages and disadvantages of work and what they want from work. This progresses in Year 8 to studying different types of business, how to organise a firm and looking at social entrepreneurs. Medical Mavericks were invited into school in the summer term to inspire pupils and since the start of 2023, we have started a new guest speaker programme whereby we invite parents/guest speakers into school to give talks about their professions. Further to this whole school careers week was developed (November 2024) to further support career development within the school. Specific lessons were taught during PSHE lessons and speakers presented to the pupils on their chosen careers. (Please see the Careers Policy).

### **Staffing**

Every member of staff in the school contributes in one manner or another to delivering PSHE values, however, it is in the main the job of the Form Tutor to deal directly with their pupils to ensure these values are addressed successfully. All year groups from Reception to Year 8 have a dedicated PSHE lesson each week as well as Form Tutor time every day where they are able to discuss matters of a PSHE nature if needed. Tutors have pastoral responsibility for the pupils in their form and provide a point of contact for both tutees and their parents whenever queries arise, which allows a more rounded and holistic view of a pupil's personal development to be taken. The school nurse also plays

an active role in delivering certain areas of the syllabus including first aid, sex and relationships. Weekly meetings throughout the Pre-Prep, Junior Forms and Senior Forms enable teachers to discuss pupils at length in order to provide the best pastoral care for all pupils to thrive.

### **Rooms and Resources**

Weekly PSHE lessons are usually taught in the PSHE classroom however the Hargreaves Hall may also be used for guest speakers, practical activities such as first aid and also for teaching multiple year groups.

In January 2017, the whole teaching staff received an INSET where they viewed some new PSHE resources. The Jigsaw Scheme of Work (Years 1-6) and Your Life Scheme of Work (Years 7-8) are currently introduced to adopt a whole school approach to PSHE. These schemes are being reviewed regularly and amended accordingly. In October 2024, we purchased the Online Portal for the Jigsaw Scheme of Work allowing for a richer depth of resources.

PSHE books are stored in the PSHE classroom and are passed on to the next form teacher each year. This helps to keep a record of the pupil during their time at S. Anselm's. Overviews of schemes of work are stored in the staffroom with an electronic copy placed Commonshare/Subjects/PSHE/Schemes of work – current.

### **Inset**

The following INSET/TRAINING has been delivered over the last five years:

- 2025 Safeguarding inset
- 2024 Career Awareness Week
- 2024 Safeguarding inset
- 2024 Parent Online Safety Presentation
- 2024 Anti- misogyny Workshop Years 7/8
- 2024 Fire Safety pre prep and years 5 and 6
- 2024 Safeguarding Awareness Week 20 th May with whole school Buddying Up activities
- 2023 County Lines Talk with Safer Derbyshire Neighbourhood Team (Yr 7 & 8)
- 2023 Online Safety – Parents
- 2023 Review of RSE curriculum and contact with Parents – LDo, HSe, KHa, JLe
- 2023 Safeguarding inset September
- 2023 Transforming school cultures through Relationships and Sex Education KHa
- 2023 Online Safety Training
- 2023 Executive Skills Functioning
- 2023 NSPCC Assemblies (Yr 1-6)
- 2023 NSPCC Workshop (Yr 5&6)
- 2023 CAMHS – Understanding ADHD - LDo
- 2022 Self Esteem Team Visit ((Yr 5-8)
- 2022 Fire Service – Safety in the Home (Y2,3 & 6)
- 2022 Safeguarding Inset in September
- 2022 PC Dufton – online safety, sharing of images & digital footprint (Yr 2-6)
- 2022 Praesidio Talk on Friendships and Relationships (Yr 6, 7 & 8)
- 2021 PREVENT Training
- 2021 PC Dufton – Online Safety (Yr 7-11)
- 2021 Safeguarding inset September
- 2020 PSHE/SRE Inset for teachers/tutors
- 2020 Safer Internet Day (Yr 6-11)

Several other staff have been on relevant courses that overlap with the PSHE curriculum, such as the School Nurse, Head of Pastoral Care and those connected with management of the boarding community.

### **Monitoring Pupil Well-Being**

In 2019, the school introduced ISAMS Well-Being Manager to monitor pupils' well-being. Teachers can raise a concern from observing pupils in class discussions, their general demeanour when in school/lessons, break time behaviour and also the outcome of written work completed during tasks. Concerns are recorded to keep a log of behaviours, patterns and concerns.

Staff are made aware of any pupil issues during departmental staff meetings. Interventions may be put in place to assist with certain areas/groups or individual pupils. The Learning Support department also work closely with these pupils.

Providing roles such as recycling monitors and register monitors within the classroom and other responsibilities such as guides, librarians and sports captains within the main school can help to boost self-esteem and self-worth.

### **Budget**

2016-2017 - A budget of £5,000 was allocated for PSHE to purchase new schemes and resources.

2017-2018 – A budget of £3,500 has been allocated. Some of the money will be spent on renewing our membership with the PSHE Association and to purchase extra copies of the Your Life text books for Years 7-11. Other resources linked to the Jigsaw Scheme may also be purchased.

2018-2019 – £1000 to renew 'Votes for Schools' subscription and purchase any new resources.

2019-2020 - £500 to renew 'Votes for Schools' subscription and purchase resource on Mindfulness

2020 – 2021 - £800 to renew 'Votes for Schools' subscription/purchase additional resources on SRE for Years 7-11

2021-2022 - £1000 (proposed) to purchase additional resources linked to SRE/Eating Disorders/Self Harm etc. Renew Votes for Schools Subscription.

2022-2023 – Picture news subscription

2023-2024 – Picture news subscription

2024-2025 – Picture news subscription

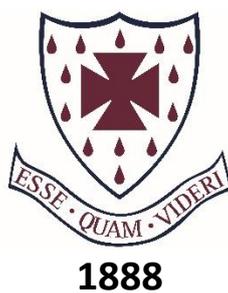
2024-2025 – Purchase of Online Jigsaw portal

2025-2026 - Purchase of 'Chameleon' PSHE scheme

2025-2026 – Picture news subscription

2025-2026 – Renew of Online Jigsaw portal

## Appendix 1: School Ethos



# S. Anselm's School Ethos

Esse Quam Videri – To be rather than to seem to be

At S. Anselm's our combination of tradition and informality engender a sense of partnership between teacher and pupil. We share the excitement of education and discovery, encouraging method and perseverance so that children experience the satisfaction of taking responsibility for their learning and for their achievements.

S. Anselm's School;

- encourages individuality, creativity, perseverance and tolerance
- develops inquisitive thinking, with a love of learning where independent thought is celebrated
- fosters in every child a clear understanding of themselves and what they can contribute to society
- helps pupils to recognise strengths in others and to understand how they are different and also encourages pupils to discover more about themselves
- instils in pupils the values of moral courage and inner strength to connect effectively with the modern world, not merely to succeed but to make things better for those around them
- helps to foster in pupils, former pupils, parents and staff pride in the S. Anselm's community and for them to feel valued and nourished by the community