

Progression4Work PSHE Policy

July 2022. Reviewed July 2023.

Reasons for this Policy

This policy has been written to ensure we are meeting the requirements of the National curriculum 2014 by providing,

“...a curriculum that is broadly based and balanced, and which meets the needs of all pupils.”

(PSHE Association 2014)

It is our aim that our curriculum:

- “Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

(PSHE Association 2014)

We agree with the fact that:

“PSHE education is essential to such a curriculum and to meeting schools’ requirement to promote pupils’ wellbeing.”

(PSHE Association 2014)

The policy includes the statutory framework for Sex Education at Key Stage 3 &4, and a non-statutory framework for Personal, Social and Health Education (PSHE) throughout the key stages.

The policy also takes into account further guidance issued by the Standards and Testing Agency and the Skills Commission. We incorporate parts of the SEAL Programme and Every Child Matters agenda (2004), although they have been archived, as we feel they are appropriate to the needs of some of our students.

### **What is PSHE?**

PSHE encompasses all areas designed to promote children’s personal, social and health development. It gives students the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It

is very closely linked with S.M.S.C., and our work to safeguard the students in our care. PSHE is one of the most crucial aspects of the curriculum for our students and thus has an equal emphasis as the core subjects.

Our Programme of Study is based on three 'core themes' within which there will be overlap and

flexibility. These are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

## **Aims of PSHE Education**

Our mission statement reflects what we hope to achieve in PSHE.

We want our students to develop self- awareness, positive self-esteem, and confidence, enabling them to,

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- -lay an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing and manage their finances

We want our students to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our curriculum and ethos promote spiritual, moral, social, and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

## KS 3 Curriculum Content

PSHE topics chosen and delivered are resourced from a variety of sources including SEAL, Go Givers, CEOP, PSHE Association and our own Well Being Activities.

Resources are adapted according to the needs of individual students and delivered by a member of staff

## KS4 curriculum content

Our PSHE curriculum is taught in a modular form to enable us to individualise each programme according to the needs of the students. The modules can be done in the order is that appropriate for the individual, to ensure they are carried out when the learner needs them most.

This also ensures that we do not deliver modules at the same time as professionals from other agencies, which could have a negative impact on our students. (For example, we would not deliver the unit on Domestic Violence to one of our students at the same time they and the family were working with Women's Aid. We may, however, deliver it as a pre-requisite to a referral to Women's Aid)

Modules include:

- Self-awareness
- Friendship:
- Bullying – what it is and strategies to cope with it
- Dealing with stress
- Resolving problems
- Domestic violence
- Personal safety including e-safety (including Doxing), FGM and sexual exploitation
- British values - challenging racism and radicalisation
- Dealing with disabilities
- Mastering memory
- Careers
- Laws and us
- Politics – why vote?

Each of the modules taught comes under one of the three PSHE themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In addition to these modules, we provide drugs and alcohol education modules, where we aim to teach students about a healthy balanced lifestyle and how to balance risks. We believe that as part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

We endeavour to provide our students with up to date, comprehensive information so that they can make informed choices throughout their lives.

Where necessary we encourage students to access more specialised drugs services through referral to targeted support.

Our sex and relationship education aims to provide information on sexual health, and to promote discussion and thought into the different emotions and values involved in relationships, with particular regard to the importance of loving and stable relationships, such as marriage.

Through this we aim that our students lead confident and healthy lives by making the right informed choices for themselves when the time comes. We develop the concepts of identity, relationships, a healthy lifestyle, risk situations, diversity and equality, rights, responsibilities, and consent, and change as our students go through puberty and begin to adjust to life as young men and women. Sexual exploitation is also a part of this programme

### **Method of delivery of PSHE**

All students have at least 1 discrete timetabled session of PSHE every week if full time, we can provide lessons to part -time students if required

However, as the needs of our students is so high in this curriculum area, PSHE education permeates throughout the academic week and is reinforced where appropriate in other curriculum subjects and during any social times.

### **Accreditation in PSHE If Required**

As an enhancement to our Key stage 4 curriculum, students have the option of taking the ASDAN Level 1 Award which consists of 4 units chosen from

- Managing Social Relationships,
- Healthy Living,
- Preparation for Work,
- Identity and Cultural Diversity
- Parenting Awareness.

We believe that this course is beneficial to our students as it:

- Celebrates the diversity of multi-talented young people
- Makes learning relevant and transferable

- Encourages, engages, and motivates students
- Rewards a range of learning styles and contexts
- Promotes active and experiential learning
- Develops skills for learning, skills for employment and skills for life

We believe that this course helps us to comply with the Skills Commission Report of November 2014 which states that:

“All of our young people should enter the workplace not just with good academic qualifications but with the skills to be able to hold down that job, and to be productive members of the workforce. This can only be achieved with a curriculum and qualifications system that is relevant to the needs of our economy.”

Another ASDAN course in life skills encompassing PHSE is available to younger students or those who need this extra support

### **Counselling service**

We can refer and source individual counselling for students if required and with consultation with commissioning schools and parents

### **Equalities**

Provision for PSHE and Citizenship is in line with all our policies and national guidance. All students have access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the students and will not reflect gender or cultural stereotypes. They are monitored annually to ensure that sensitivity.

### **Parental and Community Involvement**

Parents are regularly informed of events and activities. Working with parents is a vital part of the whole approach to PSHE and Citizenship as this often provides further benefits for the learner. There will also be links with local businesses