



## PSHE POLICY



## EPT Document Control

This policy applies to all Education Partnership Trust Schools.

Date of last review	January 2018
Date of next review	January 2020
Review period	2 years
Policy status	Statutory
Owner	Governing Body/ Board of Directors
Lead Contact	Helen Morris

## 1. Introduction

1. This policy follows the current guidance for the teaching of PSHE

## 2. Aims

2.1 The Heights Free School (THFS) recognises and values the benefits that the Personal, Social, Health and Education (PSHE) programme offers its students.

2.2 As part of our overall curriculum programme, full attention will be given to the development of **each pupil's spiritual, moral, cultural, mental and physical development** through the use of initiatives such as Social and Emotional Aspects of Learning (SEAL) and Personal Learning and Thinking Skills (PLTS). There will be emphasis on the role of each pupil within their family (including those in public care) and the local community through activities aimed at personal contributions such as supporting parents and senior citizens. At THFS PSHE will complement our aim to be a fully inclusive community school.

2.3 This programme is linked with the compulsory section of Citizenship (hence references below to PSHCE) and collectively they offer a broad scope of subjects. THFS will offer learning opportunities that will enable students to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self-awareness. This will enable them to be more informed when making decisions and more able to cope with the challenges life brings.

2.4 The aim of the pastoral curriculum will be to support pupils, help them develop emotional resilience and prepare them for all aspects of life. To this end, all pupils at THFS will access a comprehensive PSD package delivered by specialist staff. This will be made up of PSHCE, Employability Skills and Learning for Life (encompassing Citizenship).

2.5 In PSHCE, pupils will learn about a wide range of subjects including:

- Sex and relationships education
- Drug and alcohol education
- Parenting
- Exploitation and internet safety
- Mental health
- Difference and diversity including preventing extremism
- Self-awareness
- Stress and relaxation
- Anger management

2.6 These lessons will be delivered by an accredited teacher of PSHCE with additional qualifications in sex and relationships and drug education. The programme will also be supported where appropriate by delivery from other agencies.

2.7 In Employability Skills, pupils will learn practical skills such as:

- CV writing
- Interview techniques including mock interviews with visiting employers
- Learning about pay, banking and saving
- Budgeting skills

2.8 In Learning for Life, pupils will learn practical skills to prepare them for independent living including;

- How to cook simple nutritious meals on a budget
- Availability of accommodation
- Form-filling
- Basic cleaning and washing skills
- Community facilities
- First Aid

2.9 Alongside this, we aim to provide high quality wraparound services such as counselling and anger management where a need is highlighted by testing such as Snap B (*see Section 9 below*). We will also offer in-house Sexual Health Services such as condom distribution, Chlamydia screening and pregnancy testing in partnership with agencies such as Brook Advisory. We feel this is important as within Blackburn with Darwen, approximately 1400 young people are believed to be affected by Chlamydia and are unaware.

### **3. The Organisation of PSHE**

3.1 At THFS, our rich curriculum and enrichment programme offered is designed to enable pupils to enjoy this unique stage of childhood, inspire learning and develop the essential knowledge, skills and understanding, which are the building blocks for secondary education and later life. Our cohort covers 9-16 years, embodying a KS2/3 Nurture stage, KS3 Transition stage and KS4 provision. Pupils will benefit from a curriculum which is challenging and creative, which fires their imagination and enthusiasm, which builds practical and theoretical skills and, above all, instill in them a lifelong love of learning. It recognizes the interlocking ways in which children learn and develop - physically, intellectually, emotionally, socially, culturally, morally and spiritually. Our curriculum will enrich the child's perception, constantly enlarging their knowledge and understanding of the world.

3.2 THFS has a PSHE co-ordinator who will have overall responsibility for monitoring student performance and the quality of learning and teaching in this area and who will have a target for improving attitudes and behaviour.

The co-ordinator will ensure that all Teachers and Teaching Assistants are given current information on any changes to the curriculum and will be the catalyst for

whole school awareness raising campaigns. She/he will work closely with the Student Council.

3.3 THFS recognises the importance and value of parents/carers and families in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the PSHE curriculum.

3.4 Pupils will be supported and encouraged to develop oral skills alongside of their literacy and numeracy skills. There will be a strong emphasis on the development of personal, social and emotional development alongside of a strong commitment to core values ensuring that subject and curriculum knowledge is supported by ethical and moral development to develop social and community awareness equipping learners for life in the broadest sense.

#### **4. The Key Stage 2 and 3 Curriculum**

4.1 **At Primary Level/KS3 Transition**, we will promote healthy, independent and responsible members of society. Our pupils will be given every encouragement, and inspirational example, to play positive roles in school life and contribute to their wider communities. At this level (Yrs. 5/6/7/8 Nurture Group and Year 9 KS3 Transition at THFS) we provide a positive nurturing environment where the pupils feel safe, enabling them to develop positive attitudes, social skills and raise their self-esteem. Our PSHE content here involves personal safety and creative therapy. Pupils will be given opportunities in specific PSHE lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. At THFS we use:

- Small group teaching
- Lessons modified and differentiated to suit pupil's needs
- A safe environment provided, which ensures confidence for shy and reluctant learners

4.2 Within our KS2/3 nurture stage we set out our curriculum to include Life Skills, Personal Safety, Anger Management, Social Skills, Team Building and Relationships - all of which have a PSHE overlap.

4.3 At KS3 Transition, we give those students, who may be struggling to cope on a full time provision at their mainstream school, a fantastic opportunity to experience a vocational curriculum which will enable them to make important choices before they begin the final years of their secondary education. Year 9s will have the opportunity to develop social skills, self-esteem, self-awareness and reflect on their own behaviour, attitude and development. Pupils will experience vocational learning zones which could provide an efficient transition into Key stage 4.

4.4 After consultation with mainstream schools, they requested that all Year 9 students had the opportunity to develop social skills, self-esteem, self-awareness and reflect on their own behaviour, attitude and development. As such, a 50 minute session at the start of each day promotes team work, develops self-awareness, encourages reflective practice and builds a positive learning environment. PLTS and SEAL will provide a focus for reflection sessions supported by aspects of PSHE.

4.5 All the above strategies will be enriched by;

- Stretch and Support activities
- Trips
- Extended School Day/Breakfast Club activities
- Learning Support sessions

## 5. The Key Stage 4 and 5 Curriculum

5.1 At Secondary Level (KS4), PSHE will be part of a structured and mainly vocationally driven curriculum. A holistic programme is used to aid the pupil's own personal and social development. They are supported by a personalised and extensive intervention and learning support programme. All have a PSHE dedicated slot in their curriculum (50 mins per week). They all have the opportunity to improve their own personal and social development, develop employability skills and benefit from physical activities, improving health and well-being.

5.2 Personal wellbeing will create successful learners by helping pupils identify their abilities, skills and strengths and therefore increasing their confidence and self-esteem. PSHE helps pupils to use information to weigh up options and make informed choices. Pupils will gain confidence by knowing where to look for advice and guidance on matters related to health and relationships, and by providing advice and guidance to others. Pupils will develop and use their social skills to build and maintain healthy and positive relationships, enabling confidence in developing friendship and relationships and resisting negative peer influence.

5.3 Complementary activities include using SEAL and we promote the use of a *pupil-led curriculum within PSHE*, because experience has taught us that pupils respond better to locally based pertinent information. At THFS we also benefit from access to a wide range of partners and outside agencies, to broaden the scope of delivery and learning opportunities for all.

The combination of enterprise and financial capability enables pupils to develop a 'can-do' approach to all aspects of their lives and provides the skills needed to analyse and evaluate alternative pathways through life. Work-related activities such as business simulations and enterprise activities will encourage understanding of the way the economy works in local, national and global contexts. Pupils will investigate questions relating to their roles as consumers, producers and citizens. They will develop awareness of social and moral dilemmas that arise from the use of money, leading pupils to question their own activities as well as those of others.

5.4 All the above strategies will be enriched by;

- Super Learning Days
- Study Skills and Aspiration Raising
- Extended School Day/Breakfast Club activities

5.5 At THFS we also base our KS4 work on developing qualifications via a Personal and Social Development Framework. This allows pupils the opportunity (from Entry Level all the way potentially to Level 3 qualifications) to do a number of courses, including First Aid, PSHE Award, BTEC Learning for Life and Health and Safety courses. The strength of our PSHE curriculum underpins all we do, giving this holistic support for our learners.

5.6 An integral part of our support at THFS involves Careers Education, Information, Advice and Guidance (CEIAG). This also underpins our ethos that all pupils continue in education, employment and training (EET). We want to ensure the best possible progression pathways for each individual. We have a whole school Information and Guidance (IAG) programme and a designated SLT member in charge of this area.

## **6. Developing confidence and responsibility and making the most of their abilities**

6.1 Pupils/Students will be taught to;

- Be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
- Have a sense of their own identity and present themselves confidently in a range of situations
- Be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
- Recognise influences, pressures and sources of help and respond to them appropriately
- Use a range of financial tools and services, including budgeting and saving, in managing personal money

## **7. Developing a healthy, safer lifestyle**

7.1 Pupils/Students will be taught to;

- Think about the alternatives and long- and short-term consequences when making decisions about personal health
- Use assertiveness skills to resist unhelpful pressure
- Understand the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management
- Be aware of the link between eating patterns and self-image, including eating disorders

- Be aware of the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
- Understand that in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- Seek professional advice confidently and find information about health
- Recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques

## **8. Developing good relationships and respecting the differences between people**

### 8.1 Pupils/Students will be taught;

- About the diversity of different ethnic groups and the power of prejudice
- To be aware of exploitation in relationships
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- To work cooperatively with a range of people who are different from themselves
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis
- To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

## **9. Assessment of Progress**

9.1 THFS will use a range of methods to assess and report on the pupil'/student's progress and development in PSHE. These are;

- Recognition of achievement and personal progress within the curriculum
- Assessment recording and reporting



- Formative and summative assessments where appropriate
- OfSTED inspections
- Peer and self-evaluation and discussion
- Reporting annually to parents/carers

9.2 We will also assess the pupil's/students' learning in PSHE by making judgements of their level of understanding as they observe them during lessons and in their individual and group contributions to wider school life.

9.3 Our assessment of PSHE fits within our overall assessment structures. We also want to assess pupil/student well-being and raise individual self-esteem. Social and Emotional Development will be assessed using a ***SNAP (Special Needs Assessment Profile for Behaviour) tool***. This gives a clear picture of the young person in 3 areas;

- Relationship with self
- Relationship with peers
- Relationship with adults

9.4 The achievement of each student will be reported to parents/carers each year in their annual report. THFS will not have formal examinations in PSHE and as such the assessments made on achievements will be positive and reflect the student's individual development and understanding of the subject throughout the year.

## **10. Monitoring, Evaluation and Review**

10.1 The PSHE co-ordinator will review this policy annually and more often when legislation and guidance changes.

10.2 Its implementation and effectiveness will be monitored by the PSHE co-ordinator. The Governing Body will determine how often this policy updated.

10.3 The policy will be promoted and implemented throughout the school.

## Appendix 1

### Confidentiality

The subject matter involved in supporting the social and emotional aspects of learning relates in a specific way to the individual. When discussing feelings and the circumstances that give rise to them, it is inevitable that some students will find areas of the work challenging and distressing for a range of reasons.

Teachers, Teaching Assistants and other adults need to be sensitive to the individual circumstances of the students in their care. The school uses the opportunities available to talk through any issues that arise, or might arise, in response to the materials, with colleagues or other professionals where appropriate.

We aim for all adults involved with students to be aware of school protocols with regards to disclosure and they should refer to the **The Heights Free School's Child Protection and Training Policy** where appropriate.