



PSHE Policy

Reviewed by:	Lisa Smith, School Principal
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Approved by:	Tracey Storey, CEO

Aims

The aims of personal, social, health and economic (PSHE) education in our school are to provide our young people with opportunities to develop and further extend a positive selfimage, make good choices and decisions, keep themselves safe and develop theirpersonal autonomy by successfully offering a bespoke, well - balanced and effective curriculum that promotes confident individuals, successful learners, responsible citizens, effective contributors and safety and aspiration for all. All learners are actively encouraged and supported to embrace change, build upon personal experiences and feel positive about who they are.

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance.

Content and Delivery

What We Teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. For other aspects of PSHE, including health education refer to our curriculum policy.

How We Teach It

PSHE at Three Bridges Education is delivered through long term planning of sequential learning within the timetabled framework of PSHE for each student . It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style. Our Long-Term planning framework identifies a clear overview of the three core areas which are delivered at Key stages 3 and 4 to ensure all learning remains sequenced and wellplanned. Learners build upon their previously acquired skills. This structure provides the teaching staff with a clear focus upon the frequency of delivery. Individual student timetables will clearly outline the delivery of this subject area.

The curriculum is divided into three core themes, which run throughout the Key Stages and include Citizenship, Fundamental British Values, Emotional Health and Wellbeing and RSE. Impact is measured using the 3 core themes which are:

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

Each academic year the PSHE curriculum has been developed with a focus on each of the core themes for a term. The lessons have been sequenced to reinforce learning and build on knowledge.

We consider existing DfE guidance on Relationships Education and Sex and Relationships Education, preventing and tackling any bullying, radicalisation, promoting safeguarding education and equality and have interweaved these areas within our breadth of study.

From September 2020 the new statutory guidance for Relationships Education, Relationships and Sex Education and Health Education makes this area of the curriculum for young people one of the most important areas of development. "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfE Guidance 2020)

The core themes in more detail:

- Health and Wellbeing

This includes lessons on mental health, puberty and the changing body, dental health, the benefits of keeping active, healthy eating, keeping safe, citizenship and developing an awareness of fundamental British values.

- Relationships

This includes lessons on respectful and healthy relationships both on and offline, keeping safe, kindness to others, being a good citizen, developing responsibility, the developing body, sex education, developing self-awareness and decision making skills.

- Living in the Wider World

This includes lessons on career planning, financial literacy, and exploring our rights and responsibilities. Developing and understanding of governance and the British judicial system and fundamental British values (FBV), different electoral systems, financial awareness, and budgeting. Roles played by public institutions and voluntary groups within society and the ways in which citizens work together to improve their communities.

Breadth of Offer

Our breadth/ depth of offer will enable learners to develop and further extend their key skills and conceptual understanding of PSHE and Relationships, Sex Education (RSE) Citizenship and Fundamental British Values (FBV).

Our overarching intent will encourage learners to develop their skills to:

- Discover their identity and their personal qualities, attitudes, skills attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, personal safety, including online safety.
- Relationships including different types and in different settings, including online.
- A healthy balanced lifestyle, including physically, emotionally, and socially within relationships, work-life balance, exercise and rest, spending and saving and lifestyle choices.
- Risk identification, assessment and how to manage risk, rather than simply avoidance of risk for self and others, safety and behaviour and strategies to employ in different settings, including online in an increasingly connected world.
- Diversity and equality (in all it's forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- Rights including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts.
- Change as something to be well managed and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging changes or circumstances.
- Power and how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.
- Career development including enterprise, employability, and economic understanding.

Delivery

This curriculum is delivered and led by teachers, in collaboration with the Mental Health Wellbeing HLTA and other support staff. These may be delivered in group sessions and as 1:1 sessions as is appropriate for the learner.

Aspects of the PSHE curriculum for example, online safety, county lines, drug and alcohol misuse, are delivered by our local community Youth Engagement Police Officers and the Safeguarding Lead Community Police Officer.

Visits to the school from the community Fire and Rescue Service, Neighbourhood Beat Officers and other local community groups of interest are arranged throughout the academic year to engage with learners and consolidate learning. There are also visits to local community areas of interest for example Tolvaddon Fire Station, the local Police Station and Blue Light Day activities.

Differentiation

The PSHE Curriculum is differentiated into four levels; Pre-Discovery, Discovery, Explorer and Transition to ensure that the needs of every learner can be met and supported within this setting. Each session also includes suggestions of how to consolidate learning for those who may need more support and extension activities for those young people who need further challenge. It is important for all staff to support learning and ideas of ways to implement a whole school approach to PSHE delivery throughout the years as the topics are also taught discreetly through other subject areas. Teachers must ensure that their personal beliefs and attitudes do not influence their teaching. Any concerns they may have about their ability to teach certain areas of the curriculum should be raised with the PSHE lead or the Assistant Principal or Principal. Additional training and team-teaching opportunities may be sought to address this issue.

Throughout the year there are key dates, awareness days and events which are highlighted for a whole school approach for example; Jeans for Genes Day, Mental Health Awareness Week, Red Nose Day, LGBTQI+ week, Red Card for Racism, Black History Month, Children In Need Day.

Assessment

Assessment will be used to support the effective teaching of PSHE; assessment of learning will therefore be used to:

- Assist teachers in producing clear next steps for learners (differentiation of personal learning targets within key skill areas).
- Use assessment outcomes to ensure learners embed their knowledge of the core skills, using such skills fluently before moving learners onto the next stage.
- Use differentiated learning outcomes for each lesson in line with the school's Feedback and Assessment policy.

Learning will be monitored and recorded and reported to parents on a termly basis and discussed at scheduled Parent consultation meetings.

Roles and Responsibilities

The Directors

The Directors will approve the PSHE policy and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual learners

Learners

Learners are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring Arrangements

The delivery of PSHE is monitored by the principal through monitoring arrangements, such as planning scrutinies, learning walks, and observations. This policy will be reviewed by the principal, every two years, or earlier. At every review, the policy will be approved by the Directors.

Links with Other Documentation

This policy links to the following:

- RSE Policy
- Curriculum Policy