



Personal, Social, Health and Economic Education (PSHEE) POLICY

Two Rivers High School

AIMS of PSHEE

Personal, Social, Health and Economic Education (PSHEE) aims to help children and young people deal with the real-life issues they face as they grow up. The issues that PSHEE covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHEE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

Curriculum Organisation

PSHEE will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of individual pathway:

Y7/8	Y9/10	Y11/12	Y13	Y14
PATHWAY A P2i-P3i Sensory Curriculum	P2ii-P3iii Sensory Curriculum Verified through AQA Unit Awards	P2iii-P5 Sensory Curriculum Verified through AQA Unit Awards and INGOTs awards		
PATHWAY B P4i-P6 Sensory Activities + Basic skills + Music/art/ICT/ humanities	P4ii-P6iii Sensory Activities + PRE-ENTRY INGOTs awards – core subjects AQA Unit Awards	P5-P8 AQA Unit Awards in Basic Literacy & Numeracy; Supported travel; Community Integration; Social awareness; Fundraising Leisure time activities INGOTs ICT Awards		AQA Unit Awards at Pre-Entry Level in Home Skills, Food Preparation, Community Visits including Travel Training, Personal Care, Physical Activities, and Leisure.
PATHWAYS C, D, E -C- P7-1b (11.33) Broad balanced curriculum – modified and taught at appropriate level	ELC1 (9-11) ELC 1 INGOTs awards – core subjects AQA Unit Awards -other subjects Pre-entry/entry	(Pupils leave school at the point at which they are ready to access the wider world)		
-D- 1a-2b (11.33- 12.66) English PSE Science D&T ICT Art Drama PE Humanities PE	ELC2 (11-12) ELC 2 See below EL3	E1/2 (9-11) Entry level students follow appropriate level courses in Functional skills - English, Maths) ICT/PSE AQA UAS Vocational Units WJEC Entry Pathways in Performance Arts and Media Arts Award AQA UAS Preparation For Life units D of E		
-E- 2a- 3 (12.66- 13) Cooking Forest Schools INGOTs awards – core subjects	ELC3 (13) ELC 3 ENGLISH MATHS SCIENCE ICT PSE PE French Art Humanities Units	Level 1 (13- 15) Level 1 / 2 students follow Certificate in Biology/ Mathematics/ ICT and/or appropriate level courses in Functional skills (English, Maths, ICT)/PSE AQA Vocational Units WJEC Entry Pathways in Performance Arts and Media Arts Award AQA UAS Preparation For Life units D of E		

Each class and strand have specific overviews which outline the content of what is being taught, the progression and objectives which are to be followed. Explorers, Adventurers and Pioneers work in line with the National curriculum and PSHE association while the Discoverers follow the Equals curriculum. PSHEE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHEE has an equal priority with other learning.

Teaching and Learning

PSHEE is delivered in line with the school's Teaching and Learning Policy. As PSHEE perhaps more than any other subject, works within the real-life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries.
- Using distancing techniques, including depersonalised discussions, role play and theatre in education.
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively.
- Building on children and young people's knowledge and experiences.
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving.
- Providing a range of opportunities for children and young people to learn, practice and demonstrate skills, attitudes and knowledge.
- Allowing time for children and young people to reflect and consolidate their learning.
- Having high expectations of children and young people's achievement and behaviour.
- Providing differentiated learning opportunities for children and young people with Special Educational Needs.
- Using a variety of groupings, including single sex, where appropriate.

Curriculum Content

The PSHEE programme has been developed using identified children and young people's needs and national and local guidance. The National curriculum and PSHE association are followed and used to outline the objectives and content which are to be followed while our complex needs pupils follow the equals curriculum. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHEE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. This deals with social skills, knowledge and situations which help and advise our students to cope and function inside and outside

our learning environment. As issues change and develop in our society then our curriculum will adapt and grow to tackle such issues.

Relationships and Sex Education

Relationships and Sex Education is a statutory requirement from September 2020. This will be taught as part of the PSHE curriculum. It will be taught sensitively and age appropriately following the guidelines of the PSHE Association which advises the Department for Education. Parents will be informed of the Relationships and Sex curriculum. There is an opportunity for parents to withdraw their children from **certain sections** of the curriculum if so desired. Parents are informed about the RSE curriculum through the opportunity to attend an annual RSE presentation outlining what their children are taught, through information shared on our school website such as overviews and video explanations from the RSE lead, and are also offered the chance to share their views and concerns through distributed questionnaires.

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHEE. Overall responsibility for PSHEE resources is held by the Co-ordinator. The Co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the School's Assessment Policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and

understanding. Progress in these areas will be reported through written reports to parents.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHEE by Senior Management and the Co-ordinator. Monitoring will take place in accordance with the school's monitoring cycle.

This will be evaluated through:

- half-termly planning review
- review of students' books
- review of students' accredited courses
- learning walks and lesson observations
- pupil and staff voice

External Agencies

The school leads the programme but outside visitors have a role. The school's Visitor and Security Policy will be followed.

The school organises bespoke programmes of study for individuals or groups of students that require further input in regards to their development. These include involving health professionals, specialist teachers and others that present relevant skills and knowledge in the PSHE field.

Safeguarding

Teachers and other adults involved in PSHEE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's Child Protection Policy. A copy of this is available from the School's Designated Lead (DSL).

Where an adult believes a child may be at risk the DSL must be consulted and incident must be logged on My Concern immediately or as soon as practically possible, before any further action is taken.

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our confidentiality rules, how it works in practice and understand individual rights to confidentiality while disclosing information.

- Children and young people are informed of the limits of confidentiality that may be offered by teachers.
- Children and young people are informed of sources of confidential support, e.g. School Nurse/Health Adviser.
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Pastoral Support

As part of the school's Pastoral Programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

Additional support includes:

- Arrangements for additional support from Student Support.
- Nurture Groups.
- Music Therapy.
- Counselling
- Lego Therapy
- PAT Dog Therapy
- Themed days and events which focus on areas on diversity such as diversity week and Black History Month

Our school seeks to work in partnership with parents and carers to provide effective PSHEE and support for children and young people. The school's PSHEE Programme endeavours to complement and support parent's and carer's roles.

This is done by:

- Parents' Meetings.
- Parents' Evenings.
- Parental Seminars.
- School's Prospectus.

Continuing Professional Development of Staff

All staff are encouraged to enhance their knowledge through:

- Personal research.
- Collaborative work with their colleagues.
- Seeking advice from other professionals.
- Attending relevant courses.

Communication/Dissemination of the Policy

The policy will be disseminated in the following ways:

- it is freely available on request to the entire school community on a staff server.
- it is available online at the school's website.
- it is available to print in a school office.

PSHEE and Sex and Relationships Education Link Governor is Jenny Jenkins