



PHSE Curriculum Policy

RATIONALE

Personal, Social and Health Education (PSHE) is integral to the wellbeing of learners at Taliesin Education Ltd (t+centres) as it helps to give children and young people the knowledge, skills and understanding that they need to lead confident, healthy and independent lives

It is underpinned by giving students the ability to be able to understand how they are developing both personally and socially and tackles many moral, social and cultural issues that will affect them as they grow up and develop.

We aim for this policy to permeate throughout the life of every learner taught in school, addressing not only the quality of the PSHE curriculum across the different age ranges, but also all aspects of life in school. PHSE has a bearing on personal peer relationships in the school, encouraging students to 'Treat others as you wish to be treated'.

LEGISLATION

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2

The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school

The Department for Education statutory guidance in September 2020 stated that all schools must deliver

- Relationships Education (Primary) and Relationships and Sex Education (Secondary).

This policy should be read in conjunction with the RSE Policy also available on our website.

Through consultation with the Senior leadership team of T+centres and its Thrive & TIS practitioners we believe that we are promoting a PSHE and SRE curriculum that is specialised to cater for individual need while encompassing a broad range of learning opportunities to help them in their personal development to be the best possible person they can be.

PERSONAL VALUES & SOCIAL QUALITIES

We believe that PHSE can help promote the personal values and personal qualities that we wish to develop and nurture. We wish for every learner to be able to be able to become more reflective and to begin to work creatively through those problems that may have impeded on their progress in the past to be able to become effective learners

BRITISH VALUES & SMSC

Through the citizenship part of PHSE students examine British values and those that are common to all societies. We look at life in modern Britain as well as looking at Global issues and we hope to engender them with skills and knowledge that will help them live healthily and deal with the spiritual, moral, social and cultural issues that they may face as they approach adulthood.

PHSE aims to help students to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of, and differences between people. It also develops pupils well being and self esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses or career.

SAFEGUARDING, CSE & STUDENT SAFETY

Through a variety of learning experiences both direct and indirect students are encouraged to understand the importance of keeping safe and how to do this as an individual, by raising awareness of the dangers in society.

PHSE is instrumental in promoting our students' awareness of safeguarding issues, online safety issues, reporting of incidents involving protected characteristics and understanding how the school manages these, including passing on concerns, knowing who the officers are who deal with concerns and their responsibilities therein. Students are all taught about the main elements of our safeguarding policy as part of the PHSE programme (appropriate for each key stage).

The DSL and Deputy DSL are both trained in CSE and work closely with other agencies should any concerns arise. Students are made aware of the dangers of CSE in lessons and assemblies and tutorials and are also made aware of the existence of child trafficking & slavery and what to do if they had any concerns about these issues. For all the above issues students are made aware of the online dangers which can lead to those situations and this ties on with our general raising of awareness of online safety.

CONFIDENTIALITY & HANDLING DISCLOSURES

Due to the nature of PSHE education pupils may sometimes ask for advice of specific issues and they are encouraged to talk honestly and openly in these sessions. All students are aware of what concerns we may need to report and the ground rules established at the start of each lesson mean that pupils are able to talk safely. Staff and students know that we cannot offer complete confidentiality and if a pupil makes a disclosure we will follow our safeguarding procedures.

RADICALISATION & PREVENT

Each year pupils are given bespoke lessons or assemblies covering the dangers of radicalisation (PREVENT), the need to acquire risk assessment skills and how to make a risk assessment, Dangers of drugs and alcohol, Safer sex and contraception (Aids & STI's), Online Safety & How to keep yourself and others safe (safeguarding procedures). Where possible these are delivered by outside agencies.

INDIVIDUALISED PROGRAMMES

PHSE is also driven by key areas of development that are identified by the student's half termly Thrive assessments. These are individual programmes delivered in both structured lesson time and supported by our art therapist and by the sharing of activities and strategies in other subject areas and topic based learning. These are delivered in addition to/complimenting the general PHSE curriculum that students are following.

Objectives

PHSE teaching offers opportunities to:

- Understand the importance of keeping safe and how to do this as an individual, by raising awareness of the dangers in society.
- Understand and develop awareness of the dangers inherent in society based on radicalisation and extremism.
- Understand and develop awareness of the dangers inherent in society based on Child Sexual Exploitation, People Trafficking and Child Slavery;
- Understand the dangers of grooming on the internet;
- Be aware of other dangers connected with social media;
- Know how to keep themselves safe by understanding the dangers of drug and alcohol use, and of belonging to a gang;
- Understand Domestic Violence and how to address such issues;
- Develop tolerance of, for example, other faiths, sexual orientation and transgender issues, and the 7 protected characteristics which underpin equality and diversity;
- Respect the rights of others to learn and be safe and happy in the school setting by working on the improvement of behaviour;
- Learn how to keep themselves safe in an increasingly dangerous world by understanding the risks and hazards inherent in modern life (linked closely with the aims and objectives of Citizenship);
- Think and act for themselves;
- Acquire and develop positive personal qualities and values;
- Take their place in wide range of roles in preparation for adult life;
- Develop confidence and independence within the school community;
- Value, respect and think well of themselves;
- Develop social skills and model positive behaviour;
- Learn money and budgeting skill and being a critical consumer
- Be able to share and cooperate;
- Become empowered to participate in school life as active citizens;
- Understand the importance of being healthy through good diet, exercise and learning about health issues.
- Provide students with the information to know how to keep themselves safe both inside and outside of school and to know what support and other agencies are available to them
- To give them the opportunity to feel safe and secure talking about sensitive issues affecting them in their daily issues.
- Reflect on their behavioural progress, learning and practising implementing new strategies for conflict resolution and life skills.

Teaching and Learning approaches

Teaching and learning approaches will be in line with the Teaching and Learning Policy.

The school uses a variety of teaching to accommodate learning styles in PHSE. Our principal aim is to develop pupil's knowledge, skills and understanding. During our lessons we encourage pupils to ask as well as answer questions related to PHSE.

They have the opportunity to use a wide range of resources, including: video clips, games and scenario cards to support their work. ICT is used in PHSE lessons to facilitate engagement and support where this serves to enhance their learning. Wherever possible, we encourage the pupils to apply their learning to everyday situations.

We recognise the fact that there may be pupils of widely different abilities in classes and barriers to learning. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies – setting tasks which are open-ended and can have a variety of responses, setting tasks of increasing difficulty and providing resources of different complexity, according to the ability of the pupil.

We use classroom assistants to support some pupils, and to ensure that work is matched to the needs of individuals.

We see the PHSE curriculum and Thrive approach as being central to our work with students who need more work on managing feelings, empathy and building social skills so deliver PHSE through other methods including:

- Discrete curriculum time delivered by tutors/support staff
- Teaching PHSE through other subjects/curriculum areas
- Through Enrichment afternoons and school events
- Through assemblies
- Through pastoral care and guidance

PHSE Curriculum planning

The school uses the New National Curriculum and the PHSE associations Programme of study as the basis of its curriculum planning as this identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which this can be developed, expanded and rehearsed.

The scheme has been adapted to the local circumstances of the school in that we try to use local and relevant examples within lessons. This is to underline our own humanity and to support pupils to gain from their own personal experience and the teachers experiences.

We also recognise that students may come to t+centres having significant gaps in their learning and therefore will always use our judgement to cater for any gaps and spend additional time on areas of concern while seeking to keep the overall curriculum broad and balanced covering a variety of topics and enabling discussion and a growth mindset.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning gives a detailed outline of what we teach across each key stage. Our medium-term plans, which are adapted from the long-term planning, give details of the main learning objectives for each topic. They ensure an appropriate balance and distribution of work across each topic. These plans are kept and reviewed by the subject leader. Our short-term planning is completed via an individual lesson plan and gives details of the main learning objective and the learning activity for that lesson.

These short-term plans will be matched to the ability of the pupil. Discussion also takes place between teachers, TA's and SLT prior to, during and after lessons.

When planning individualised programmes for students we will look at both the Thrive assessment of the pupil together with knowledge gained from multi agency work and from our knowledge of the child. These programmes are put together a half term ahead and can be adapted to need for example: should a pupil be examining relationships and experiences a bereavement in the family then alternative lessons will be used together with additional activities that support staff can use in times that are not lessons.

We realise that not all children will begin each year at the expected starting point and when beginning a topic the first lesson will be to determine the students prior knowledge and adjustments made accordingly to ensure that the student does not feel disadvantaged by not understanding any issues that they are being presented with. We aim for our programme to be responsive at all times to students needs and to be reactive in a positive way to ensure that key messages are clearly understood by the student and that the student is able to make links between the classroom learning and its relevance to living in a wider community.

The long term planning covers the three strand approach to PSHE which covers three main areas of study:

- **Relationships**
- **Health & Wellbeing**
- **Living in the Wider World**

Programmes of study

The direct teaching of the PHSE curriculum across all key stages takes place though specific allocated lesson time and also in response to individual thrive programmes.

Other resources and activities are used to enhance and engage the learners in a stimulating and sensory way using a variety of methods of delivery and resources including puppetry, role-play, sensory materials such as clay and paint encouraging freedom of expression and a safe way to explore feelings.

We follow an individual programme based on the Thrive assessments as well as a general programme and we are following the curriculum provided by the PSHE Association on a rolling programme and utilizing many of their teaching packs which are closely aligned to the curriculum aims as well as developing our own to aid pupils in their different learning styles and making material accessible to them.

Each pupils PSHE curriculum will take into account their particular interests and where possible support vocational or academic learning. For example those studying food technology can be supported in their PSHE lessons to develop their skills for employability through learning how to demonstrate those skills and understanding how to present themselves in the best possible way while gaining an understanding of the types of roles available in that industry. Students with particular learning needs can be supported by additional time spent developing study skills or time management skills that can work for them in other areas of learning.

***All our general PSHE programmes of study can be found on our website at
www.tpluscentres.co.uk***

Assessment for Learning

Pupils demonstrate their ability in PHSE in a variety of different ways. The teacher will assess their work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the pupil to help guide their progress in line with the school marking policy.

While PSHE is generally not a pass or fail subject it is important that both teachers and students are able to see the progress made against learning objectives and through our spiral programme (organising learning into recurring themes) we are able to see how students knowledge is deepened over time. This also means that the programme is interesting to pupils as issues are connected and explored at timely intervals.

For exam-based qualifications pupils are also given exam type questions at various points during the course to assess their learning and will sit formal exams at the end of the course.

For coursework based qualifications pupils are given the key objectives of the course at the beginning and they will use a visual aid to assess their learning during completion of the course. These are in the form of Pathways Units (WJEC) which can lead to a Personal & Social Development certificate or award.

Cross Curricula Links

PHSE will include opportunities for Literacy across the Curriculum, Numeracy across the Curriculum and ICT. It will also include opportunities for spiritual, moral, social and cultural development, PSHE and citizenship issues to be addressed. These will be highlighted in lesson plans.

Contribution of PHSE to teaching in other curriculum areas:

Literacy

The teaching of PHSE contributes significantly to pupil's understanding of English in our school by actively promoting the skills of reading, writing, speaking and listening. Pupils develop these skills in many ways including through writing and reading reports, letters, and explanatory texts as well as roleplaying and drama.

Numeracy

PHSE contributes to numeracy in a variety of ways. Pupils use numbers and analytical skills, e.g. statistics, timelines. They also have the opportunity to use and apply skills needed to interpret and handle data in the form of graphs, maps and diagrams, e.g. census information, map skills.

Spiritual, Moral, Social and Cultural (SMSC) Development

The teaching of PHSE supports the SMSC development of our pupils through our expectations of them and the way we expect them to work with each other in lessons. We group pupils so that they work together to develop general social skills. We also ask pupils to be reflective about their beliefs and behaviours and consider what makes them a good citizen.

Thrive

The 'Thrive Approach' helps us develop all our pupil's emotional and social well-being. Thrive helps us to check pupil's readiness to learn, to identify any gaps and then to plan to meet them. In this way we make sure that all our pupils have what they need to make the best progress in their learning.

The results of the screening tool help us to plan our social and emotional curriculum and to create individualised programmes. It also allows us to adapt what we teach across the curriculum to best meet the needs that are indicated. The use of Thrive-Online to assess pupils enables us to develop action plans for individuals. This ensures that the adults working with them understand their individual needs and are able to meet these most effectively.

The Thrive action plans directly influence the individual programmes that pupils follow in PHSE and also help us to assess the impact of the PHSE programme on them with subsequent assessments. They are also used to help weave PHSE into all other subject areas where possible.

Equal Opportunities

T Plus is committed to working towards equality of opportunity in all aspects of school life and aims to provide access to the curriculum for all its pupils. T Plus is also committed to fulfilling its obligations under 'The Duty to Promote Race, Gender and Disability Equality'.

Inclusion

All pupils are given chances to succeed in PHSE and the subject is taught to all pupils. Pupils are supported where necessary to ensure that they have equal access to the full PHSE curriculum. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We meet the needs of all our pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this.

INVOLVING PARENTS AND CARERS

We are committed to working with parents and carers and where we are aware that a topic may be sensitive we will where possible speak with parents before the teaching of that topic and would always encourage discussion of these topics at home to consolidate learning and offer support where appropriate.

History and implementation of this Personal, Social and Health Education Policy:

Approved by SLT in this format: September 2019

Approved by t+centres Governors September 2019

Last Revised: June 2020

To be Reviewed: June 2021

SLT, all staff and governors have read. Discussed and contributed to this policy

The Head of Centre will be responsible for ensuring all staff are briefed on the regulations and practise outlined in this policy.