



PERSONAL SOCIAL AND HEALTH EDUCATION POLICY

From September 2020 there is a statutory requirement to teach about relationships and sex education. tpluscentres acknowledges this and has implemented the requirements in the curriculum and within PSHE with the guidance of:

DfE advice for schools: [teaching online safety in schools](#)

UK Council for Internet Safety (UKCIS) guidance [Education for a connected world](#)

National Crime Agency's CEOP education programme Thinkknow

Public Health England: [Rise above](#)

Rationale for Personal, Social and Health Education

Personal, Social and Health Education (PSHE) is integral to the wellbeing of learners at Taliesin Education Ltd (t+centres). 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'.

PHSE is also instrumental in promoting our students' awareness of safeguarding issues and understanding how the school manages these, including passing on concerns, knowing who the officers are who deal with concerns and their responsibilities therein.

Extremism and Radicalisation

PHSE also helps students become more aware of themselves or others being drawn into dangers connected with Radicalisation and Extremism, and helps staff to pick up signs of students being drawn into such activities. All staff members are trained using the Prevent training (now online) and our safeguarding is particularly alert to features of behaviour which might suggest that a student is in danger of being drawn into extremist actions or becoming radicalised. Students discuss these issues in assemblies and in tutorials. Their risk assessment reflects the level of danger we perceive they might have in this area.

Child Sexual Exploitation (CSE), Child Criminal Exploitation, County Lines and Child Trafficking and Slavery

The Designated Safeguarding Lead (DSL), Carlee Ridpath and Deputy DSL, Barry Coppins are both trained in CSE, CCE and work closely with other agencies should concerns arise. Students are made aware of the dangers of CSE and CCE in assemblies and tutorials and also are made aware of the existence of Child Trafficking, Slavery and County lines and what to do if they have concerns about these issues. For both the above issues students are made aware of the online dangers which can lead to such situations and this ties in with our general raising of awareness of online safety.

Personal Development

t+centres believes that in conjunction with its mission statement of “helping students to become effective learners” the concept of focussing on personal development through Thrive and other initiatives and working creatively on those personal problems which may have impeded progress in the past, PSHE can help to promote the personal values and personal qualities that we wish to develop and nurture. Personal, Social and Health Education is planned and delivered incorporating our core aims, values and vision for every learner.

British Values

PSHE at the t+centres is delivered to both Key Stages 3 and 4 and within the primary department. Safeguarding is a central part of the PSHE and Citizenship curriculum, and within lessons students are made aware of and given opportunities to discuss a wide range of issues which characterise modern life in Britain as well as understanding global issues. Students are made aware of specifically British values and also those which are common to all societies. To help keep them safe they are taught about Safeguarding issues in general, and specific aspects they may encounter in society are presented and discussed. A condensed version of our Safeguarding Policy is studied as part of the PHSE programme, appropriate for each key stage.

Through work in lesson time and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them 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 and career.

Thrive

Many of our students have difficulties expressing emotion and have been permanently excluded from other provisions due to out-of-control behaviour. It is a matter of priority that we help and support them in learning to regulate emotions rather than ‘acting-out’ which can lead to violent behaviour and limited progress. Thrive is an important part of our PSHE programme in supporting personal development and helping students take an overview of their progress and ways of presenting themselves. Students are moved through the ‘Being’ ‘Doing’ and ‘Thinking’ stages of the programme as part of the PSHE programme. They are also taught to understand, according to their ability, the neuroscience which underpins extreme behaviour.

Aims and Objectives

Through a variety of learning experiences, both direct and indirect, t+centres helps each learner 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;
- 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.

Modes of delivery

The PSHE Curriculum cannot always be confined to being delivered at specific timetabled time. However, at t+centres the following delivery methods are used:

- Direct teaching via timetabled lessons in Citizenship/PSHE;
- Discrete curriculum time delivered by form tutors/other staff;
- Teaching PSHE through and in other subjects/curriculum areas, e.g. Health and Social Care, Child Development, Science and PE;
- Through PSHE activities and school events;
- Through pastoral care and guidance.

In addition to RE, Citizenship and PSHE lessons, PSHE is taught as the need arises, giving teaching staff the flexibility to responsively address specific issues as they appear. A whole school approach to PSHE complements curriculum teaching in the form of:

- Extended guidance time-delivered through tutor time (weekly sessions covering PSHE as well as other subject topics);
- Assemblies – delivered weekly by the teachers and TAs in response to particular issues and themes.

PSHE approach to teaching and learning

To help direct students within the PSHE curriculum:

- The purpose of each lesson is made clear and placed in context;
- Appropriate learning experiences are planned to meet the needs of all pupils in different groups;
- Learning is designed to allow pupils to draw on their own experiences, providing a place to demonstrate knowledge and skills with the application of ground rules;
- Time is given to reflect and apply their learning where appropriate;
- Attention is given to developing a safe, secure and welcoming school climate.

Some of the following are used as examples of teaching methods/approaches to deliver the PSHE curriculum:

- Establishment of ground rules
- Working together/team workers
- Role play
- Information gathering and sharing
- Teacher led discussion/paired work
- Problem solving
- The use of empathy and sympathy
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time
- School Council

Many of these approaches to PSHE are intrinsically linked to our core aims, values and visions, coupled with the use of secondary Thrive curricula which supports areas such as: managing feelings, empathy and social skills, which are central to the PSHE approach.

PSHE scheme of work

Knowledge and skills are embedded in the long-term curriculum planning for PSHE.

Furthermore, the planning for PSHE has formatted the planning around a framework which is linked to accreditation. This allows PSHE teaching staff to highlight concepts such as Personal Identities, Healthier Lifestyles, Relationships and Diversity, Thrive and Emotional Regulation.

Programme of study for the Key Stage 3 (and KS4 based topics)

The direct teaching of the Key Stage 3 PSHE curriculum takes place through specific allocated lesson time and also in response to need

- How to keep yourself safe – safeguarding
- Dangers of CSE and Radicalisation and Extremism
- The need to acquire risk assessment skills and how to make a risk assessment
- Drinking alcohol
- Safer sex and contraception/AIDS STIs

- Safety in the home and on the street
- Drugs and drug taking
- Issues of adolescence
- Understanding the adolescent brain
- Eating disorders

Programme of Study for Key Stage 4 (and KS3 based topics)

- Healthy eating
- How to keep yourself safe – safeguarding
- Dangers of CSE and Radicalisation and Extremism
- The need to acquire risk assessment skills and how to make a risk assessment
- Safer sex and contraception/AIDS STIs
- Drinking and smoking
- Relationships, friends and family
- Exploring love
- Coping with crisis
- Sexual orientation; transgender issues
- Responsibility and lifestyles
- Responsibility of parenting
- Mental health
- Drugs and drug taking

Assessment

In PSHE there are two broad areas for assessment:

- Pupils' knowledge and understanding, for example, information on health, understanding of procedures, including health and safety;
- How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Entitlement and equality and diversity; equal opportunities

The monitoring of results based on assessment in PSHE is positive and open-ended, as progress is not a judgement on the worth, personality or value of an individual child or their family. This can be particularly important to remember in working with pupils from diverse backgrounds or who have Social, Emotional and Mental Health Difficulties.

All students are entitled to participate fully in the programme of PSHE and students who have differing needs must be planned for, differentiation taking into account specific needs and abilities.

PSHE is assessed as part of our annual cycle of planning and improvement which gives t+centres a chance to identify whether students are using the material and discussions to make any improvements to their choices and decisions.

Role of PSHE Curriculum Leader within the t+centres

The Curriculum Leader will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities;
- Establish a shared view of best practice to which all pupils are entitled;
- Lead policy development and review as this need arises;
- Agree the main priorities for pupils' personal and social development, and identify the major opportunities for meeting these priorities across the curriculum;
- Provide appropriate support and training for other staff;
- Monitor and evaluate the programme, including the use of outside agencies and pupil response;
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement;
- Attend relevant Local Education Authority courses and network meetings.

Healthy living

Healthy living is taught as part of the Physical Education and Food Technology programmes, with PE outlining the physiology of maintain a healthy weight and the importance of regular exercise, and FT programmes including special diets and cooking healthy dishes.

Use of community-based agencies e.g. Sex and Relationship Education, Drugs and Alcohol Education, Anti-Smoking Education

"A growing number of community-based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools. There are opportunities to use community-based agencies in schools in order to accelerate the development of programmes and policies. Careful consideration needs to be given to issues of content, co-ordination and consistency: external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools".

- guidance on good practice, DPI - Home Office (1998)

The school provides sessions on Drug and Alcohol Awareness, and Sex and Relationship Information, from outsourced providers.

Other areas might include:

- NHS Primary Care
- Police input
- IT awareness
- Planning and cooking healthy food.

Outside agency input is reviewed and evaluated by the PSHE Curriculum Leader and any other staff linked to the visitor.

All community based agencies that visit us and provide curriculum support, are issued with the following code of conduct:

- Make clear to pupils who you are, who you represent and what you are offering to students.
- Be willing to share your experiences, beliefs and insights, but avoid criticising the experiences and insights of others or imposing your views upon pupils in any way.
- Be familiar with the school's aims, ethos and policies and plan your involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the students actively and communicate at appropriate levels for the pupils concerned.
- Use ways of speaking to children that communicate your open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff will ensure that:

- Any necessary training prior to delivery is attended and completed;
- Appropriate planning sheets/lesson plans have been produced;
- Student group background information has been issued;
- Resources have been checked for suitability;
- Confirmation of dates and times have been confirmed in writing
- A method of evaluation has been agreed by both the outside agency and the Curriculum Leader.

Ground rules and distancing techniques

The establishment of ground rules in the delivery of PSHE is absolutely central to its success. At t+centres, all PSHE lessons begin by establishing ground rules. This means students can self-regulate, participating and agreeing on what is acceptable and appropriate to discuss. This process of ground-rule establishment also allows each student to contribute and participate in their learning – developing skills of responsibility and leadership. It provides an opportunity to challenge constructively those pupils who do not conform to the ground rules, as well as providing opportunities for restorative practice. We acknowledge that some students may find the subject of PSHE difficult due to its often personal nature. Teaching staff need to respect this and make plans accordingly, for example that student may work better one-to-one with a Teaching Assistant. Some students may disrupt a group, due to reasons such as embarrassment or painful past experiences; difficulty in coping in this area may reflect negative or harmful experiences in their past.

These in essence are the very skills PSHE is designed to develop with our learners, to help them progress successfully into adulthood. They also highlight t+centre's values and vision, as part of this area of the students' learning:

- Students will be given preparation so they will know how to minimise any embarrassment they feel.
- No one (teacher or student) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way and all information and work will be delivered in a jargon-free way.

Dealing with questions/discussion points

- Teachers should establish clear parameters about what is appropriate and inappropriate in a group setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not become unduly personal and might cause offence.
- Students may be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the group, or raises concerns about abuse, the teacher should acknowledge it and attend to it later, on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age/understanding of the child.
- If a teacher is concerned that a pupil is at risk of abuse, the Designated Safeguarding Lead or a Deputy DSL should be informed and the usual safeguarding procedures followed.

History and implementation of this PHSE Policy:

Accepted by SLT in this format: January 2017

Approved by t+centres Governors: Sept 2020

Last revised: Sept 2020

To be reviewed: Sept 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 practice outlined in this policy.