



**KEY SKILLS TRAINING**

# **Personal, Social, Health and Economic Education Policy (PSHEE)**

Management Team

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This policy gives guidance to staff on Personal, Social, Health and Economic education (PSHE) and should be read alongside other policies that are pertinent to teaching and learning.

At Key Skills Training we recognise that PSHE helps to give pupils the knowledge, skills, values and understanding they need to lead confident, capable and caring lives and to become informed, active, responsible citizens. PSHE plans to prepare pupils with the skills they need to manage now and in the future. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of the school and local community. Pupils will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All learners spiritual, moral, social and cultural values will be respected, and those whose values maybe different from the majority will always be shown great sensitivity.

### **Aims and objectives:**

PSHE education is inextricably linked to Key Skills Training values and ethos. We believe that each learner will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful and flexible framework. In particular, PSHE education support the aims:

- To provide pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.
- To provide pupils with the confidence to recognise their own self-worth, to work well with others and to become increasingly responsible for their own learning.
- To provide a high quality and appropriate environment in which learners are encouraged to develop to their full potential;
- To recognise that our learners need significant support but to encourage the greatest possible independence of thought and action;
- To promote the spiritual, moral, social and cultural development of each learner.

### **PSHE Curriculum and programme of study**

The PSHE curriculum is based on three core themes and planning is centred on this programme of study.

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

## **Core theme 1: Health and Wellbeing**

Pupils should be taught:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.
- How to manage transition.
- How to maintain physical, mental and emotional health and wellbeing including sexual health.
- About parenthood and the consequences of teenage pregnancy.
- How to assess and manage risks to health and to stay, and keep others, safe.
- How to identify and access help, advice and support.
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health.
- How to respond in an emergency, including administering first aid.
- The role and influence of the media on lifestyle.

## **Core theme 2: Relationships**

Pupils should be taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse. • How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.
- How to develop and maintain a variety of relationships within a range of social/cultural contexts and to develop parenting skills.
- How to recognise and manage emotions within a range of relationships.
- How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters.
- About the concept of consent in a variety of contexts (Including in sexual relationships).
- About managing loss, including bereavement, separation and divorce.
- To respect equality and be a productive member of a diverse community.
- How to identify and access appropriate advice and support.

### **Core theme 3: Living in the Wider World**

Pupils should be taught:

- About the respect for the self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.
- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.
- How to make informed choices and be enterprising and ambitious.
- How to develop employability, team working and leadership skills and develop flexibility and resilience.
- About the economic and business environment.
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

#### **Sensitive issues and confidentiality:**

Staff will create a positive and safe learning environment that will allow pupils to feel able to contribute. Pupils will be made aware of the safeguarding policy so that they are aware what action will be taken if it is believed that a young person may be in danger or at risk of harm.

#### **Implementation:**

Key Skills Training recognises that many of our learners will need significant support in understanding some of the issues outlined in this policy and, supplementary to timetabled lessons, PSHE is also supported via the ethos of Key Skills Training. Where relevant, there is input from other professionals and outside agencies. Parents/carers are encouraged to become involved in specific areas as appropriate.

#### **Entitlement:**

The aims of Key Skills Trainings are to ensure that equality of opportunity is provided for all. To achieve this, all learners will have access to PSHE. Teachers are encouraged to include PSHE elements in their core subjects and through the creative topics they teach e.g. as a topic for speaking and listening in English. Due regard is given to parents'/carers' wishes where possible and cultural traditions, religious beliefs and individual differences and needs are taken into account. The

ethos of the team encourages frank and open pupil/adult discussions in all matters relating to social and/or emotional problems in dealing with and accepting disability and vulnerability.

All PSHE activities will take account of Key Skills Training Health & Safety Policy and where appropriate, teachers will carry out risk assessment for specific activities.

### **Procedures and Implementation:**

To ensure all learners make a positive contribution to society, learners at Key Skills Training are provided with:

- Quality teaching and learning to aid the development of skills and knowledge required to become responsible citizens;
- Opportunities to develop a supportive, caring and respectful attitude towards all members of the school community, actively promoted through the Values model;
- Opportunities to prepare for life in the wider community

At Key Skills Training PSHE education will be developed through:

- The whole curriculum
- The Tutor Group system
- Extracurricular activities: workshops, sporting activities
- The school ethos
- Clear and unambiguous behaviour expectations made explicit through the daily credit system.
- Counselling and Therapeutic Services

### **Teaching and Organisation:**

Development in PSHE will take place across all curriculum areas, within activities that encourage learners to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. The provision of PSHE will allow learners to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events, e.g. bullying, death etc;
- Share thoughts and feelings with other people;
- Explore relationships with friends/family/others;
- Consider others needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging;
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other;
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- Agree and disagree;
- Take turns and share equipment;
- Work co-operatively and collaboratively.

**Links with the wider community:**

- Visitors are welcomed into school;
- Learners take part in activities such as Remembrance Day; MacMillan Coffee morning, Sport relief etc.
- The development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the learner;
- Learners will be taught to appreciate their local environment and to develop a sense of responsibility to it through residential opportunities, outdoor education and events such as the Coast to Coast, as well as visits to places such as London.

**Monitoring and Evaluation:**

The Senior Leadership Team will regularly review the provision for PSHE throughout the school, via the SEF calendar, by monitoring and analysing planning and teaching and learning; completing scrutiny of work and marking; observing lessons/classrooms; completing learning walks; speaking to learners and analysing pupil and parent feedback; regular discussions with staff and governors.