



**UTC PLYMOUTH**

**PSHE Policy**

## **Context and Rationale**

This policy covers our school's approach to Personal, Social, Health and Economic Education. The policy was produced by the School PSHE (Personal, Social, Health and Economic education) Co-ordinator. Guidance provided by the PSHE Association has been used to update the policy.

The PSHE policy can be viewed by parents and carers on the school website.

PSHE helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them in developing personally and socially and it tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We use PSHE to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. RSE is an important part of PSHE education and is statutory in maintained secondary schools.

## **Curriculum**

PSHE is taught as a spiral programme which is the recurrence of themes throughout the key stages. With each delivery of the theme, the level of demand increases and learning is progressively deepened.

The PSHE curriculum consists of discrete timetabled lessons for Years 7-11 as well as drop down days, and during mentor times, with a specific designated day. Students are taught by a team of teachers, who are provided with a cohesive information and training pack, and a choice of online courses that they can access according to their training needs. There are visits from external agencies and speakers such as the Fire Service, Police, Sharp and other organisations and charities. Students' personal, social and emotional development is also encouraged by our supportive school ethos, where all are valued and positive relationships are seen as important. A safe and secure school environment is created which is conducive to learning.

Our PSHE curriculum forms an important component of the work we undertake to achieve and maintain our Healthy Schools status. UTC Plymouth is very much a part of the local community which we build upon within our PSHE lessons.

We strive to create a PSHE curriculum which ensures the present and future wellbeing of students and has relevance in meeting their learning needs in response to local and national statistics. We acknowledge that Relationships and Sex Education is the right and responsibility of the parent. UTC Plymouth provides relationships and sex education to support parents in fulfilling this responsibility.

If parents are not happy with what the school provides in its basic curriculum, for example in PSHE lessons, with regard to relationships and sex education then they have a right to withdraw their child/children from those aspects of relationships and sex education not covered by the National Curriculum Science Order.

Parents should state their wish to remove their child from such activities in writing to the Headteacher, Jo Ware. Please note in this school safeguarding young people is paramount.

All staff have received training re the Prevent Duty and understand their responsibility to prevent extremism and radicalisation. Students have been advised about the issues surrounding this.

## **Values**

Our PSHE programme aims to support young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Our learning objectives, fulfilled through the engagement of students in active learning opportunities, enable students to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Our PSHE programme promotes and reflects our values of respect, equality and co-operation. Students learn to recognise, develop and communicate their qualities, skills and attitudes. Students accumulate knowledge, confidence and self-esteem in order to realise their true potential. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

The world is full of complex and sometimes conflicting values. Personal well-being helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

We know that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Students need opportunities to clarify their values and beliefs and rehearse and develop enquiry based, interpersonal skills.

The PSHE curriculum is based on the learning outcomes from the PSHE Personal Wellbeing and Economic Wellbeing Programmes of Study, as well as national guidance from the PSHE Association. All students within the school receive 1 PSHE lesson a week, year 7-11. The mentor sessions every morning complement the PSHE curriculum allowing

students to build positive relationships and feel comfortable in the conversations they are having with all staff involved with delivering the PSHE curriculum.

### **To facilitate students learning in PSHE**

The purpose of each lesson is made clear and linked to everyday real life situations.

Appropriate learning experiences are planned and meet the needs of all the students in the class. Learning experiences draw on student's own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding.

Time is given for students to reflect, consolidate and apply their learning, often through oracy.

Students are encouraged to take responsibility for their own learning and to record their own progress in lessons and identify gaps in personal development, as well as having discussions with their form tutor about aspects of the curriculum.

### **Creating a safe and supportive learning environment**

All PSHE classes develop a set of ground rules for discussions at the start of each academic year in agreement with their teacher. The aim of the ground rules is to establish an environment of respect and collaboration so that students feel confident in discussing sensitive issues. The ground rules are reinforced in the RSE lessons and at the start of any RSE activity or talk from an External Speaker.

Staff routinely remind students of the protocols in place for confidentiality. If a disclosure is made, the teacher must act in accordance with the School Safeguarding Policies. The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have 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; Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.
- Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's policy in this matter.

### **External Speakers and Outside Agencies**

The school leads the programme but outside visitors may have a role. There is a school protocol for involving outside visitors.

We believe that external speakers can usefully supplement learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning. All visitors follow the Safeguarding policies in place when visiting the School. Classes or groups are always supervised by a member of the teaching staff. There are guidelines for staff on confidentiality and handling sensitive and controversial issues.

## **Celebration of achievement- assessment, recording and reporting**

As with any learning process, assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within PSHE but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them, through the use of Confidence Trackers. The process of assessment has a positive impact on a student's self-awareness and self-esteem. We do not assess students in all areas of the PSHE programme, however, opportunities for students to reflect on their progress is identified. We feel it is inappropriate to assess students' values. In some cases, it will be possible to observe and assess how students apply their knowledge, skills and understanding in simulated or real experiences.

Celebration of achievement contributes to building students' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the College and develops student's sense of pride.

## **Equality and diversity**

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHE curriculum. We actively promote social learning in PSHE lessons and across the School. We expect our students to show a high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

## **Confidentiality**

The aim of this part of the policy is to set out the school's position on confidentiality so that it meets the requirements of:

- the Data Protection Act
- the Children's Act
- the Schools Standard and Framework Act 1998
- Child Protection

Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that student to the designated person in the School, giving a value free report of the disclosure.

