

Policy context and rationale

This policy builds upon the policies and current curriculum at KS1 and KS2.

Personal Social, Health and Economic Education (PSHE) within the RT is integral and interwoven across all curriculum subjects. Every member of staff and students' alike, have a responsibility to embrace all aspects of personal and social development.

The taught PSHE curriculum has been developed in line with National Curriculum 2013 (updated 2020) and the PSHE Association updated Programme of Study for PSHE Education KS1-5 (2020). Different centres across RT have diverse client groups with specific individual needs. In these cases, the PSHE Association SEND Planning Framework (2018) has been used. The statutory requirement to deliver Relationships Education, Relationships and Sex education (RSE) and Health Education, as of 2020, has also informed this policy.

Entitlement and equal opportunity

PSHE will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all those connected to each setting feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the academy community, is an integral part of our ethos. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. As Alternative Provisions (AP), we believe that all students have the same entitlement as mainstream students, wherever possible this will be implemented. However, there will also be a need to develop bespoke pathways to meet particular needs. This will be highlighted in each centres' policy statement.

Policy availability

This policy will be accessible on the RT website. Parents and carers will be informed of its availability and how to access it. At times it may be necessary to inform parents and carers of some key curriculum content being delivered to keep them fully informed and working in partnership with their child and the school.

Policy aims and objectives

As centres' within the RT we uphold the overarching 7 Principles of Public Life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership. Each centre striving to be a 'centre of excellence' with high expectations, positive pupil attitudes, good behaviour and a clear focus on raising standards and ensuring progress for all. We do our utmost to create a culture where every pupil feels valued and where every member of staff is committed to pupils achieving their very best. This is achieved by fostering an ethos firmly rooted in social justice, civic values and lifelong learning.

Throughout KS3 and following on into KS4 PSHE education continues to address both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended on. This is grounded in the established evidence base for effective practice in PSHE education.

The purpose and intent of our PSHE curriculum is to underpin these values through:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Contributing to the personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- Preparing pupils for the opportunities, responsibilities and experiences of later life
- Supporting other curriculum areas by allowing students the opportunity consider the knowledge and understanding they have, by further consideration and development of skills and strategies to apply this to their present and future lives: e.g. Science curriculum covering reproduction.

Creating a safe and supportive learning environment

PSHE deals with 'real life' experiences so it is imperative that students feel safe and supported in and outside of the classroom. At RT we will ensure that:

- Staff are aware of the needs of all students they are teaching and particularly those who are vulnerable or at risk when planning and delivering content.

- Students and staff ask questions through agreed 'ground rules' and have awareness of confidentiality with regard to the safeguarding policy.
- A differentiated programme will be offered to accommodate student needs including those with SEND
- The safeguarding policy is implemented by staff when necessary.
- Students know that 'all' staff are a point of contact and feel able to seek support and/or are able to make a disclosure.
- Everyone knows who the Designated Safeguarding Lead (DSL) is in each centre. That referral may also be available to other support agencies.

Intended outcomes

Through Active engagement in learning, there will be opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

The learning outcomes of our programme will further:

- develop their knowledge and understanding through delivering the facts on the core themes
- develop skills and strategies to build self-confidence, resilience, assess risk.
- promote respect and human rights through an understanding that they have a responsibility to themselves, others and society now and in their future lives.
- enable students to recognise their true potential, build on success and prepare for the next stage of their lives.

This will build on the knowledge and understanding, skills, attributes and values they have acquired and developed during KS1 and 2 through continuing the core themes of:

- Health and Well being
- Relationships
- Living in the Wider World

Citizenship is integrated within the PSHE programme at Key stage 3 to develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. To apply their knowledge and

understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Citizenship at KS4 is integrated within the PSHE programme and builds on the KS3 programme of study to deepen pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Students develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. Through cross curricular activities experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

This policy and the programme of study is based on full time entitlement. We acknowledge that many of our students may have missed or been unable to access some aspects of PSHE and endeavour to fill in the gaps, provide personalised bespoke programmes. We are also aware that we need to address the changes and challenges that young people experience through adolescence and their increasing independence. The Programme of Study will further develop knowledge and skills which will equip them for the opportunities and challenges of life. Students will learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Overview of key core themes at KS3

Health and Well Being	Relationships	Living in the wider world (including careers)
<ul style="list-style-type: none"> ✓ Self-concept ✓ Mental health and emotional well being ✓ Healthy lifestyles including healthy eating and physical fitness ✓ Drugs alcohol and tobacco ✓ Puberty and sexual health ✓ Basic First Aid 	<ul style="list-style-type: none"> ✓ Self-concept ✓ Positive relationships ✓ Relationship values ✓ Forming and maintaining respectful relationships ✓ Consent ✓ Contraception and parenthood ✓ Bullying, abuse and discrimination ✓ Social influences 	<ul style="list-style-type: none"> ✓ Learning skills ✓ Choices and pathways ✓ Work and career ✓ Employment rights and responsibilities ✓ Financial choices ✓ Media literacy and digital influences ✓ Citizenship. British values and diversity

Overview of key core themes at KS4

Health and Well Being	Relationships	Living in the wider world (including careers)
<ul style="list-style-type: none"> ✓ Self-concept ✓ Mental health and emotional well being ✓ Health related decisions ✓ Drugs alcohol and tobacco ✓ Managing risk and personal safety ✓ Sexual health and fertility ✓ Basic First Aid 	<ul style="list-style-type: none"> ✓ Self-concept ✓ Positive relationships ✓ Relationship values ✓ Forming and maintaining respectful relationships ✓ Consent ✓ Contraception and parenthood ✓ Bullying, abuse and discrimination ✓ Social influences 	<ul style="list-style-type: none"> ✓ Learning skills ✓ Choices and pathways ✓ Work and career ✓ Employment rights and responsibilities ✓ Financial choices ✓ Media literacy and digital influences ✓ Citizenship. British values and diversity

Learning and Teaching

Principals and methodology

We will determine pupils' prior knowledge/starting points as we believe this informs future planning and assessment. Activities include: mind mapping, invite question and answers, quizzes, draw and write..... The programme will be taught through a range of teaching methods, including 1:1, paired work, small groups. Teaching methods include: scaffolding, inquiry-based learning, scenarios, discussion, socratic questioning, diamond ranking, card sort, problem-based learning.

We will ensure that sessions, include clear, impartial information in relation to matters such as risky behaviour, forced-marriage, female genital mutilation and abortion.

We will help pupils make connections between their learning and 'real life' behaviours by an active learning approach.

Where possible cross curriculum links with other subjects will be made to compliment and support topics being covered. This maybe in timetabling similar topics at the same time, following on from work covered in another subject. e.g. science-reproduction and PSHE- contraception and parenthood.

Reading

Every opportunity is taken within the classroom to allow students to develop their reading. Students are actively encouraged to read and are supported to understand key words. A variety of formats are used – textbooks, articles, scenarios, role plays. Within lessons staff promote high standards of literacy, articulation and the correct use of standard English. The correct scientific and medical terms will be used. Word banks and displays engage students to support them with the understanding of key command words, students are encouraged to use dictionaries.

Responding to students questions

We believe it is important that students are able to ask questions in a safe and supportive environment. The topics covered will elicit students to possibly ask some questions which may not be appropriate to the rest of the group or raise safeguarding concerns. Careful consideration needs to take place in assessing the age appropriateness, prior learning and whether others in the group may be affected by an immediate response. It is alright to respond with *‘That is a really interesting question and I need time to think because I want to give you a proper answer’*. It is important to ensure you do get back to the student who asked the question. Anonymous questions boxes are available and students encouraged to use these.

Timetabling

Each centre has its own timetable that includes PSHE and this will be outlined in their own policy statement. We ensure all students have access to a PSHE programme. This maybe bespoke to that individual.

Our PSHE programme is further enriched by ‘whole school’ activities such as:

- ✓ Social interactions at break time and lunchtime
- ✓ Offsite activity groups
- ✓ Visitors /external speakers
- ✓ Educational trips
- ✓ School events/drama

Assessment

From PSHE Association: A Guide to assessment in Secondary Education

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil’s self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs

and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s).

Based on this we will assess pupils' learning and progression not only through assessing if learning objectives have been achieved. These will inform the teacher about misconceptions and planning for future progression. Subject matter can be either repeated/revisited using the original baseline activity. Some baseline assessment activities (such as mind-maps, draw and write, explain to an alien), lend themselves very well to a simple revisit where each student uses a different colour pen to add to their baseline activity and make any changes they now want to make. This allows the student and teacher to clearly see how far they have come in their learning. In other cases, students might repeat the activity or carry out a completely different activity e.g. quiz, presentation.

We will evidence pupils' learning and progression through regular marking and feedback. Pupil outcomes will be recorded through learning logs from each session and used to inform future planning. Cross curricular/whole school achievements will also be recorded in students' Individual Learning Plans (ILP) as and when appropriate.

Students successes are rewarded as part of our behaviour policy, this maybe include a telephone call home, postcard, certificates, subject student of the week, prizes, whole school reward systems

Teaching responsibility and training

- Each centre has a PSHE Lead. This will usually be a Teacher.
- PSHE will be delivered by Teachers and HTLA's supported by TA's
- All staff are encouraged to be confident in the delivery of PSHE. Through the RT CPD programme staff are supported to maintain their professional development.
- When using external speakers to deliver aspects of our PSHE programme we will ensure the meet our quality assurance standards and follow school policies and procedures

Involving Parents and carers

We are committed to and value involving parents and carers. This is achieved by frequent home school communication by phone, reporting and parent evenings. There are parent support/information groups set up at different centres as and when a need arises. Each centre has a designated Student Support Worker /Family Liaison officer with good home school links who informs and works with centre staff.

This policy links to the following RT policies

Anti-bullying

Behaviour management and discipline

Careers Education

Educational visits

Learning and teaching

On line safety

Relationships and sex education

Special Education Needs Policy and Information Report

Supporting pupils with Medical conditions

Use of external visitors

Safeguarding policies (Each Centre)

Review 2022