



Underley Garden

Personal, Social, Health, Citizenship, Careers & Economic Education (PSHCCEe) & Life Skills Policy

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PSHCCEe & Life Skills Education Curriculum Statement

Learning and involvement in PSHCCEe (5-16) & Life Skills (16 – 19) activities contribute to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Key principles that underpin our PSHCCEe provision

We recognize that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students. Our PSHCCEe programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

Our PSHCCEe programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families/care staff and the wider community.

The purpose of each lesson is made clear and learning experiences meet the needs of all the students in the class. The programme offers a wide variety of teaching and learning styles within PSHCCEe, with an emphasis on interactive learning and the teacher as facilitator. Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Personal, Social, Health, Citizenship, Careers and Economic education also includes enterprise, and financial capability. The curriculum helps young people to become informed, thoughtful and responsible citizens who are aware of British values and their duties and rights. It encourages pupils to make a positive contribution to the life of their schools, neighbourhood, communities and the wider world. It encourages respect for different national, religious and ethnic identities.

The PSHCCEe curriculum is based on three 'core themes', as recommended by the PSHE Association, although there is significant overlap between the areas –

Health & Wellbeing

Relationships

Living in the Wider World

Aims

- To help young people develop as individuals in a wider society; to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others
- To develop young people's ability to make choices and decisions
- To help young people to develop personal autonomy by having a degree of responsibility and/or control over their lives
- To foster respect for and understanding of differences in gender, race, class sexual orientation and ability

Planning & Organisation

We teach PSHCCEe Education in a variety of ways through the formal and wider school curriculum. Many of the objectives are covered in dedicated PSHCCEe Education lessons. However, some of the objectives are included in other aspects of the curriculum e.g. RE, Science, whole school events and assemblies.

- Sessions are organised into key stage groups
- Separate schemes of work for each group are developed in line with previous experience
- Long term mapping links to National Curriculum attainment targets and cross-curricular themes
- Targets are differentiated based on students level of learning and potential progress

Overview of topics covered across Year 7 – Year 11 under each area of PSHCCEe

Personal	Social	Health	Citizenship	Careers	Economic
Dealing with loss	Racism, prejudice and discrimination	Adolescence	Crime and punishment	Investigating careers	Banking and saving
How to make decisions	Power of the press	Safe sex, STI's and AIDS	Political parties	Your choices	Being a consumer
Becoming an adult	People with mental illnesses	Eating Disorders	Civil liberties and human rights	Planning your future	Your choices
Being assertive	Beliefs, customs and festivals	Drugs and drug taking	The justice system	Attitudes to work	Managing your money
Reviewing your progress	Right and wrong	Healthy eating	Pressure groups and campaigning	Employment and unemployment	Financing businesses
Identity and image	The power of TV	Safer sex and contraception	Diverse Society	Understanding business	Enterprise
Managing emotions and moods	Being a good neighbour	Drinking and smoking	Rights and responsibilities	Volunteering	Pocket money, budgeting and saving
Challenging relationships	How to express ideas	Health matters	The law of the land	What are your options	You as a consumer
Coping with crises	People with disabilities	Growing and changing	Crime and punishment	Application forms	Developing a product
Challenging offensive behaviour	Other cultures and lifestyles	Smoking	Your Government	CV writing	Making the most of money
Anxieties and worries	Where do you stand	Eating and exercise	Local Council	Different types of business	Gambling
Managing your time	The school as a community	Drinking and alcohol	Working for change		The power of advertising
Getting on with others	Speaking your mind	Contraception and safer sex	Why we have laws		Understanding business
Bullying	Older people	Safety at home and in the street	How Britain is governed		Borrowing money
Self esteem		Sexism and sexual harassment	Children's rights		How you get paid
Making the most of leisure time		Homosexuality and homophobia	Resources, waste and recycling		Free trade and free trade
Divided families		Managing stress and dealing with depression	Taking action		Multinational Corporations
Friends and families		HIV and AIDS	The police		
Confronting social and moral issues		Emergency first aid	Food and water		
Coping with revision and exams		Rights and responsibilities with relationships/sex	Taking action		
Attitudes to marriage and commitment			The UK and Europe		
Becoming a parent			UK and the Commonwealth		
Sexism and sexual harassment			The United Nations		
			Protecting and enforcing human rights		
			Human rights abuse		
			Media matters		
			War, weapons and terrorism		
			Environmental issues		
			What is poverty		
			Extremism and radicalisation		

Within each of the above focus areas will contain different learning objectives and it will be up to the teacher to adapt/differentiated the objective/expected outcomes based on their students overall potential

Relationship and Sex Education (RSE)

RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. The School Nurse may also be involved in delivering RSE and providing students with up to date information and advice (where required/appropriate).

Within our school, RSE has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

Within this the teachers will follow a sex education tracker that has over 200 objectives covering 7 specific areas, which are group building, physical self, emotions, relationships, sexual expression, public/private and being healthy/staying safe. The teachers will use this to track overall progress, develop their personalised planning and highlight areas of concern (topics which students are finding difficult).

Use of materials

The teaching of some aspects of Relationship and Sex Education might be of concern to teachers and parents. Sensitive issues are covered by the school's policy and in consultation with parents. Research demonstrates that good, comprehensive Relationship and Sex Education does not make young people more likely to enter into sexual activity- it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

Materials used in schools must be in accordance with the PSHCCEe framework and the law. Inappropriate images will not be used nor should explicit material not directly related to explanation. We will ensure that students are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students concerned. The Principal or

appointed deputy will discuss with parents/carers and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom. We will ensure that students are protected from accessing unsuitable materials on the Internet.

Primary RSE

Within our primary school, we will provide a Relationship and Sex Education programme tailored to the age and the physical and emotional maturity of the students. It will ensure that students know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.

All students, including those who develop earlier than the average, will be taught about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships will focus on friendship, bullying and the building of self-esteem.

Meeting these objectives will mean we provide a graduated, age-appropriate programme of Relationship and Sex Education. Teaching methods will take account of the developmental differences of students and the potential for discussion on a one-to-one basis or in small groups. We will set a framework for establishing what is appropriate and inappropriate in a whole-class setting.

Secondary RSE:

RSE forms an integral part of our PSHCCEe framework. We set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions. We clearly establish what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions. Within RSE at secondary we discuss:

1. relationships, love and care and the responsibilities of parenthood as well as sex
2. building self-esteem;
3. taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
4. information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;

Post 16 RSE

Within Post 16 there is no set PSHCCEe but there is Life Skills but this does not mean they will learn about Sex Education within this. It is up to the subject teacher whether or not they decide to choose an Open Award Unit which covers an aspect of Sex Education within the chosen courses. If there are particular students in Post 16 who require support on an aspect of sex education then relevant staff will work together and create time for students to receive a personalised approach

Alcohol & Drugs education curriculum

Alcohol & Drug education within the school is mainly delivered as part of the PSHCCEe programme. It also forms part of the statutory science curriculum. The objectives from each of the headings below are delivered at the appropriate stage in school, enabling the pupils to develop their knowledge, understanding and skills in a way that is appropriate to their age.

The goal of drug and alcohol education is:

For pupils to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of drugs and relate these to their own actions, both now and in their future lives.

The learning objectives for drug and alcohol education include:

Attitudes and Values

- to examine own opinions and values, and those of others

- to promote a positive attitude to healthy lifestyles and keeping self safe
- to enhance self-awareness and self esteem
- to value and respect self and others
- to value diversity and difference within society
- to promote a sense of responsibility towards the use of drugs

Personal and Social Skills

- to identify risks to health
- to communicate with peers and adults, including parents/carers and professionals
- to learn how to give and secure help
- to develop decision-making, negotiation and assertiveness, particularly in situations related to drug use
- to develop an appreciation of the consequences of choices made
- to be able to cope with peer influences, and in resisting unhelpful pressures from adults and the media
- to make choices based on an understanding of difference and with an absence of prejudice
- to be able to talk, listen and think about feelings and relationships
- to develop critical thinking as part of decision-making

Knowledge and Understanding

- to develop an understanding of drugs and of the effects and risks of using drugs
- to gain an understanding of how the body functions
- to gain an understanding of what is safe and appropriate drug use
- to gain an understanding of the role of drugs in society and the laws and rules relating to their use
- to gain knowledge of people who can help if pupils have worries and an understanding of confidentiality
- to gain an understanding of the changing nature of relationships, including families and friends, and ways of dealing positively with change.

Assessment & Accreditation

Assessment is integral to teaching and learning in PSHCCEe and is carried out in accordance with whole-school policy. The style of assessment used is non-threatening and promotes the young people's self-esteem. There are clearly defined links between objectives and assessment. The criteria by which the work is to be judged are shared and accessible by young people. Assessment is continuous and the outcomes of the process are used to inform subsequent teaching. Young people receive regular feedback from their teachers concerning their progress and achievement and this is passed on to parents, carers and associated professionals in termly subject reports and in the statutory annual review documentation. Assessment takes into account both young people's knowledge and understanding of different areas of PSHCCEe and how they are able to use this knowledge and understanding to develop skills and attitudes through taking part in discussion, group activities, resolving conflict, making decisions and promoting positive relationships. Pupils are involved in the setting of their targets and in assessing their progress towards, and achievement, of them.

Teaching & Learning, including Special Educational Needs (SEN)

In PSHCCEe we set clear and realistically high expectations of the young people. We also ensure that tasks are well matched to their abilities and that lessons are paced appropriately. A range of suitable teaching approaches is used to encourage and maintain the interest and active involvement of all pupils, for example, demonstration, whole-class and individual guidance. Where learning objectives are deemed inappropriate (by the class teacher) to an individual student differentiated alternatives will be offered and recorded.

Whole-class teaching is supported by audio-visual aids such as games, videos, films and computer-generated images. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHCCEe. Young people are supported to minimise potential embarrassment. No one (teacher or pupil) is expected to answer a personal question or forced to take part in a discussion.

Meanings of words are explained in a sensible and factual way. Learning may also be experiential eg young people have the opportunity to raise money for charity and take part in community projects.

Equal Opportunities (Inclusion)

All young people are able to engage in PSHCCEe activities. Although their levels of ability and understanding may vary considerably, resources and support are deployed to enable equal opportunity for development of skills. Activities for students with different learning styles are incorporated into lesson plans. Support is given outside of PSHCCEe lessons to young people who are experiencing personal difficulties.

Cross-Curricular Themes

Literacy - Promotion of many aspects of Literacy can occur through PSHCCEe. Developing the confidence to articulate opinions is an important part of the curriculum. Activities often require young people to describe how they feel. Young people are encouraged to read and write during a wide range of activities.

Numeracy - Financial literacy plays a large part in the teaching of PSHCCEe to promote young people's sense of responsibility and help them to gain independence and control over their lives

Humanities - Geography, History and Religious Studies are promoted through activities based on the religions and practises of people of different religions and race and through learning about the history of various peoples and practises.

SMSC - SMSC is an integral part of PSHCCEe. It is promoted through helping young people to understand their roles in society and their responsibility towards others. Young people learn about different cultures and traditions through positive images. Assemblies bring together many elements of PSHCCEe and SMSC.

British Values - Within PSHCCEe students will participate in lessons where the focus will be on democracy, the rule of law, civil liberties and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

ICT - At some points students will learn how the media plays a role in the world and they will have to use some of it to complete set work (Application forms, CV's, Power point presentations and researching)

Physical Education and Science - Learning about the effects of drugs, smoking, exercise and how the body works with regards to sex, pregnancy, puberty and AIDS.

Life Skills - Focus on staying safe at home and in the streets. Learning about first aid, how to avoid peer pressure, how to avoid being bullied, how to manage stress/anger, how to manage mood/emotions. They will also learn about managing money, your time and building self-esteem and confidence

Staffing and Resources

PSHCCEe teachers have a wide range of specialist skills and continually strive to develop their skills and knowledge to increase the variety of activities on offer to young people. A range of differentiated resources is available to enable young people to access PSHCCEe lessons at their own level. Discreet PSHCCEe activities take place throughout the school. However, PSHCCEe activities also occur as part of activities in other subject areas. Resources present positive images and are free from stereotype and bias in terms of gender, race, class sexual orientation and ability.

Working with Parents and Carers

Parents/Carers are informed of young people's progress through end of term reports and annual reviews and through telephone calls and discussion. Young people's care workers are informed of progress through progress meetings and discussion.