



PSHE POLICY

1. RATIONALE AND ETHOS

PSHE is designed to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable lives and relationships. Relationship and Sex Education (RSE), which has its own policy, aims to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity.

PSHE will support the wider work of the school in helping to foster student wellbeing and develop resilience and character that we know are fundamental to students being safe and happy. The school will also promote the qualities and attributes students need to thrive as political individuals, family members and productive members of society.

Vineyard Learning Centre will teach PSHE and RSE in context, and in an age appropriate, inclusive, supportive and non-judgemental manner at all times.

2. AIMS

PSHE aims to teach students how to keep themselves safe and healthy, how to manage their academic, personal and social lives in a positive way now and in the future, and to support their own and others' wellbeing. Our wider aim is that our students grow to become successful and happy adults who make a meaningful contribution to society.

3. STATUTORY REQUIREMENTS

From September 2020 the Children and Social Work Act 2017 makes RSE and Health Education compulsory. Whilst, economic wellbeing, financial education, personal safety, careers and enterprise are not compulsory in the Programme of Study for PSHE, we are committed to delivering a broad PSHE programme, and all topics will be incorporated and taught, including the non-statutory content.

PSHE will comply with the provisions of the Equality Act 2010 which state that schools must not discriminate against students because of any protected characteristics. Our PSHE programme is

sensitive to the possibly complex religious, sexual orientation or cultural backgrounds of individual students. All opinions are heard, challenged and developed safely and inclusively.

4. CONTENT AND DELIVERY

4.1 CONTENT

PSHE has **three core** themes; **Health and Wellbeing**, **Relationships**, and **Living in the Wider World**. We have created a PSHE programme provides matches the students' needs. Topics covered are:

4.1.1 Health and Wellbeing

Self-concept - *How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.*

Mental health and emotional wellbeing - *Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks*

Healthy lifestyles - *To make informed lifestyle choices regarding sleep, diet and exercise*

Drugs, alcohol and tobacco - *The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics*

Managing risk and personal safety - *How to identify risk and manage personal safety in increasingly independent situations, including online. How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.*

Sexual health and fertility- *The different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative)*

4.1.2 Relationships

Positive relationships - *About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them*

Forming and maintaining respectful relationships - *How to safely and responsibly form, maintain and manage positive relationships, including online*

Consent- *That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances*

Contraception and parenthood - *The communication and negotiation skills necessary for contraceptive use in healthy relationships*

Bullying, abuse and discrimination - *The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.*

Social influences- *That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.*

4.1.3 Living In The Wider World

Learning skills - *Study, organisational, research, presentation skills and employability skills*

Choices and pathways - *About the range of opportunities available to them for career progression, including in education, training and employment*

Work and career - *About the range of opportunities available to them for career progression, including in education, training and employment.*

Financial choices - *How to effectively budget, including the benefits of saving. To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights*

Media, literacy and digital resilience - *That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity*

Citizenship – Exploring what a global citizen is and understanding the wider world - and their place in it. Having an active role in the community, and work with others to make our planet more equal, fair and sustainable.

4.2 HOW WE DELIVER PSHE

Our main method of delivery is in centres one session per week. Due to the nature of the needs of our pupils, however, where required, however, staff will choose a PSHE topic relevant to the present life experiences of the young person and teach 1:1 lessons in a more bespoke and personalised way.

All PSHE schemes of work are age appropriate and developmentally appropriate and allow students to develop their own opinions and understanding of complex and engaging topics. They are delivered in an open and non-judgemental manner and allow scope for students to ask questions so they are fully informed.

PSHE will be underpinned by clear ground rules that students must adhere to. PSHE teaching will take into account students' ability, age and cultural backgrounds. Lessons will be planned so that students of differing abilities, including the most able and those with additional needs, can access the learning and are suitably challenged. We are mindful of the Special Educational Needs and Disability (SEND) Code of Practice when planning for PSHE so that it is accessible for all students. We know some students are more vulnerable due to the nature of their SEND and this is taken into consideration when planning and teaching PSHE. However, high quality teaching that is differentiated and personalisation is the starting point to ensure accessibility.

Some elements of PSHE may also be delivered by individual subject areas eg. the National Curriculum for Science includes teaching about reproduction.

During the course of PSHE lessons, students may disclose or indicate they are vulnerable or at risk. They may also seek advice and support on a specific personal issue. Staff who have any serious concerns must follow the procedures laid down in the Safeguarding Policy and pass these onto the Designated Safeguarding Lead (DSL) (Principal). In their absence these will be communicated to the Deputy Safeguarding Lead or other Safeguarding Leads (Deputy Principal or Centre Leads). Staff will not offer or guarantee confidentiality to any student.

4.3 STAFF TRAINING

All staff delivering PSHE and RSE will receive staff training so they feel prepared and equipped, especially for the more controversial and sensitive topics. It will be made clear to staff that their own personal beliefs and attitudes cannot influence their delivery. Training is also available for the PSHE Lead to keep up to date with current policy and best practice. VLC is a member of the PSHE associate and the PSHE Lead will attend the annual conference

5. ROLES AND RESPONSIBILITIES

5.1 THE PRINCIPAL

- A. Ensure PSHE is well led, effectively managed, well planned and taught consistently across the school
- B. Manage requests to withdraw students from the Sex Education element of RSE
- C. Resource, staff and timetable PSHE in a way that ensure the school fulfils its legal obligations

5.3 STAFF

5.3.1 PSHE Lead

- A. Coordinate the delivery of PSHE during form time
- B. Design age appropriate PSHE schemes of work for all year groups
- C. Ensure our PSHE curriculum map meets and exceeds statutory RSE and Health Education requirements, and is sequenced sensibly
- D. Ensure our PSHE curriculum map meets the needs of our students, using findings from the SHEU health related behaviour survey
- E. Communicate with staff in other curriculum areas to ensure PSHE complements, and does not duplicate, content covered in other subjects
- F. Ensure all PSHE resources are kept in one place on the network and are easily accessible to staff
- G. Assist SLT with the monitoring and evaluation of PSHE via Quality Assurance Calendar
- H. Carry out annual self-evaluation of PSHE provision
- I. Monitor student progress in PSHE
- J. Contribute the CPD, training and support required by staff
- K. Maintain an up to date directory of contacts from external agencies to support PSHE provision, and liaise with them prior to the delivery of sessions
- L. Keep abreast of current PSHE guidance and best practice
- M. Ensure PSHE education is accessible to all students

5.3.2 Staff

- A. Deliver PSHE in a sensitive manner
- B. Establish clear ground rules for students when engaging in debate and discussion
- C. Model positive attitudes towards PSHE
- D. Monitor student progress
- E. Respond to the needs of individual pupils and pass on any safeguarding concerns to the DSL
- F. Provide feedback through PSHE surveys to the PSHE Coordinator

5.4 STUDENTS

- A. Engage fully with PSHE and, treat others with respect and sensitivity during discussions.
- B. Respond sensibly to PSHE student surveys and questionnaires.

6. MONITORING ARRANGEMENTS

PSHE sessions are quality assured by SLT and the PSHE Coordinator via drop ins, student voice and assessing the students work. Sessions delivered by external agencies during sessions are monitored by teaching staff who feedback to the PSHE Coordinator via staff questionnaire. Teaching staff monitor student progress during PSHE sessions and by looking through student's work. PSHE staff and student surveys are completed annually, the findings of which are used to improve provision. The PSHE Coordinator also completes a self-evaluation (SEF) annually and uses this to identify priorities for improvement. This policy will also be reviewed and approved annually by the Princepal and the Governing Body to ensure it continues to meet the needs of students, staff and parents.

7. PARENTS AND THEIR RIGHT TO WITHDRAW

The PSHE teaching we offer will be complementary and supportive to the role of parents. We will consult with them on the development of PSHE subject content and policy. However, the DfE state that 'what is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content'. PSHE materials will also be available for parents on the school website.

Parents will not be able to withdraw their child from Relationships Education. However, parents will be able to withdraw their child from some or all of Sex Education (other than the Sex Education which sits in the National Curriculum as part of Science) upto and until three terms before they turn 16. Parents must apply in writing to the Headteacher if this is the case. The Headteacher will discuss such requests with parents and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. However, a child will have a right to opt into Sex Education from their 15th birthday (specifically three academic terms before they turn 16).

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Policy Date: September 2023
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