



Dorin Park School

**PSHCE WITH RSE POLICY
(PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION with
RELATIONSHIPS AND SEX EDUCATION)
DORIN PARK SCHOOL**

REVIEWED: PSHCE Subject Lead

DATE: Summer 2020

NEXT REVIEW DATE: AUTUMN 2021

Rationale

A new PSHCE curriculum started in the autumn term of 2016-2017. This was created through adhering to government guidelines and through examination of the framework documentation produced by the PSHE association. This is still followed by learners on our Formal curriculum pathway. However, due to the changing needs of our learners, adaptations have been made to PSHCE delivery across the school to ensure that PSHCE remains meaningful to all of the learners at Dorin Park.

PSHE works on the principle of three core themes which are:

- Health and wellbeing
- Relationships
- Living in the wider world

Previously taught as a discrete subject, Citizenship was amalgamated with PSHE to create a more meaningful and well balanced curriculum. A key theme of the current PSHCE provision is the inclusion of British Values, which runs throughout the PSHCE curriculum as current government legislation requires.

PSHCE is taught discretely at KS3, KS4 and KS5 to our Formal-style learners. Its content is adapted to meet the needs of the learners, but all learners will receive input under the same topic headings. Within the Pre-Formal and Semi-Formal curriculum, PSHCE runs through a thematic, skills-based curriculum. In the Primary department, PSHCE is delivered as part of a thematic curriculum by the individual class teachers. The PSHCE subject lead ensures that provision across the school meets the requirements of current government legislation as well as being meaningful to the learners at Dorin Park.

Aims

The aims of the updated PSHCE curriculum are to ensure that all learners receive appropriate (to ability and age) teaching that will support them towards making well informed decisions and to becoming as independent as possible as they move towards adult life. Mental health awareness and the social and emotional welfare of the learners is always considered, and the subject lead works closely with pastoral staff, our EHWPB mentor and the senior leader responsible for the wellbeing of learners to ensure their protection.

Programme of Study

The upper school Long Term Plan, for Formal pathway learners, covers a wide range of content designed around the needs of the learners. There are three topics per year, one from each of the core strands. All topics are taught on a three-year rolling programme:

- Health and wellbeing: *Who am I?*
This includes identifying personal strengths, raising self-esteem in pupils, making friends,

and understanding families and their differences. At KS4 and KS5, eating disorders and sexual orientation.

- Relationships: *Handling my emotions*.
This includes building positive relationships, managing emotional setbacks, exploring feelings, handling rejection from others, being appropriate with other people, the use of ICT in friendships and the law in terms of relationships.
- Living in the wider world: *Being British*.
Exploring the local community and the city that we live in. What do we associate with being British? Diversity, Culture, Respect, human rights and celebrating difference.
- Health and wellbeing: *Looking after me*.
Hygiene, keeping clean. Puberty, accessing local services, immunisation, personal safety and first aid. At KS4 and KS5, contraception, pregnancy and unwanted pregnancy and STIs.
- Relationships: *“What are these feelings?”*
People that we love. Relationship with a partner. Giving and understanding consent in all relationships. Harassment and the law. Social media and relationships, and managing unwanted attention. At KS4 and KS5, levels of intimacy.
- Living in the wider world: *Working life*.
The working world - how it works. Different jobs and careers, job prospects, volunteering, budgeting, banking, life outside of school and employability. At KS4 and KS5 we will teach parenting.
- Health and wellbeing: *Under Pressure*.
Drugs and alcohol education, smoking, pressure to excel, peer pressure, parental pressure, societal pressure. At KS4 and KS5, addiction and substance abuse, and experimentation.
- Relationships: *Help me!*
Unhealthy relationships, domestic abuse, marriage and life partners, assault and abuse, how to get help. In KS4 and KS5, sexual assault and the law, and sex and the media/ICT.
- Living in the wider world: *My rights*.
Human rights, disability rights, democracy, the law, equality, the judicial system and the armed forces. In KS4 and KS5 we will look at parenting skills, and the demands of being a parent.

Spiritual, Moral, Social and Cultural (SMSC)

Spiritual, moral, social and cultural information runs through all aspects of PSHCE.

Learners develop spiritually as they reflect on the beliefs of themselves and others. They develop care and consideration for others and learn that they are important and valued members of different groups. Learners are taught to see the value and beauty within themselves and others and to respect and accept the opinions and beliefs of those around them. As they move through the school they are provided with opportunities to develop their own ideas, beliefs and spiritual identities.

Morals and manners run through not only the PSHCE curriculum but through the ethos of the school as a whole. Learners are expected to display exceptional manners, and the lessons look at why it is important to have manners and the impact that this has on community and society. Learners consider the morals of other people, cultures and religions, and are taught in a way that demonstrates the morals of the adults that are working with them. Where possible, learners reflect

on the outcome of having no morals and making poor choices, encouraging them to become morally upstanding young people.

Socially, learners are asked to work together on numerous tasks. They are expected to have an awareness and involvement with their local community and have a say in what happens to the environment around them. British Values is a major part of the PSHCE curriculum and learners are encouraged to reflect on how their actions affect the lives of others. Current affairs and national events are a key part of learning in PSHCE, and discussion of breaking events, such as the effects of Covid-19, may take the place of planned lessons so that learners are in touch with events worldwide.

Different cultures and religions run through the PSHCE programme. Religious events and festivals are marked with assemblies and learning focus; the learners discuss the importance of the festivals and what they mean to the people of that faith. As part of British Values, learners look at the religious and cultural make-up of Britain and the benefits and practices of belonging to a multi-cultural society. Through this, learners learn to respect and appreciate the values of others and in return expect their own values to be accepted.

Delivery

PSHCE is overseen by the subject lead, who teaches discrete lessons across the upper school **to Formal pathway learners (learners on the Pre-Formal and Semi-Formal pathways follow a class-based, thematic curriculum)**. Classes are grouped to be of a similar ability and cognitive age. Within classes we often have a mix of religions, gender and interest. This promotes varied discussion and develops empathy and acceptance between learners.

The PSHCE subject lead and the upper school assistant heads ensure that PSHCE is being delivered appropriately as part of the EQUALS curriculum under the heading 'My Physical Wellbeing' for class-based learners following the Pre-Formal and Semi-Formal pathways.

The PSHCE subject lead and the lower school assistant head teacher ensure that PSHCE is being delivered and assessed appropriately and consistently across KS1 and KS2.

In EYFS (Early Years Foundation Stage) the focus is on Early Learning Goals, and PSHCE ideals permeate these; **the EYFS lead is responsible for the design and delivery of the curriculum.**

ICT is of vital importance, as computer technology enables many of our learners to access the curriculum. Safeguarding around ICT is of utmost importance and as well as being discussed in PSHCE lessons, it is rigorously addressed within Computing lessons and this is evident as learners make links between PSHCE and Computing when discussing matters such as e-safety and cyber-bullying.

There will be assemblies delivered to pupils when the opportunity arises and the topic is deemed relevant for all senior pupils, e.g. anti-bullying, internet safety, and dates marking religious festivals. The pupils are involved in the planning and delivery of these assemblies as often as possible.

Risk assessments are undertaken for the subject as appropriate and according to school guidelines.

Relationships and Sex Education (RSE)

Relationships education is taught across the school, from EYFS upwards.

Relationships and Sex Education is taught from KS2 onwards, where appropriate to the cognitive ability and development of the learners. Details of the programmes of RSE can be found in the 'Programme of Study' section of this document. Relationships and Sex Education is taught to prepare learners for the changes that will happen to their bodies and their emotions as they move through puberty. At KS4 and KS5, learners learn about sexually transmitted diseases, pregnancy and how to recognise and protect themselves from danger.

Parenting is covered at KS4 and KS5 as many of our learners may go on to be parents. The parenting lessons are designed to prevent unwanted pregnancies as the learners realise the many challenges of looking after an infant. We use the 'real baby' infant simulators to support our parenting classes and learners are offered the opportunity to take them home for a weekend.

Parental workshops are run to enable parents to support their children at home and to voice any concerns that they might have.

Relationships and Sex Education is taught to all learners unless their parents specifically withdraw them. Parents are only legally allowed to withdraw their child from the Sex Education aspect of RSE lessons up to the age of 16.

RSE will be taught discretely, where deemed appropriate, by the PSHCE subject lead, supported by the School Nurse.

Delivery of Alcohol, Tobacco and Drugs Education

Alcohol, tobacco and drugs education is taught at KS4 and KS5.

As we are a school that supports learners up to the age of 19 it is important that they are well enough informed to make sensible and well-reasoned choices when it comes to drinking alcohol. Alcohol education covers alcohol abuse and the long term effects on the body, the strengths of different alcohols and awareness of units, binge drinking and its effects, and what a safe amount would be for an individual to consume.

Drugs education informs our learners of different types of drugs, how drugs affect people's behaviour and health, both long and short term, and the effect that addiction has on the people around the drug user. The learners will be taught about the difference between legal and illegal drugs, and where legal drugs can be obtained and what they are used for. It is hoped that as learners are made aware of the dangers of drugs, they will be able to protect themselves from being coerced into becoming involved with illegal drugs.

Tobacco education warns learners of the effect of tobacco smoke on their short and long term health. We will consider the cost implications of being addicted to cigarettes and tobacco, and

ensure that our learners are well informed of the risks of trying cigarettes. In addition to this we will cover e-cigarettes and vaping as they are readily available and widely used. It is important that the learners are aware that the long term risks of vaping cannot yet be identified.

If a learner is dealing with (or has a history of) a family member with an addiction, then this will be discussed prior to teaching.

If a learner were to make a disclosure as a result of the lesson content, this would be immediately reported to a member of the safeguarding team, as per school policy.

Resources

Resources are kept in the class base of the PSHCE subject lead. There are a range of resources already available, including feelings and emotions books to support difficult situations, e.g. a family member with cancer, or a bereavement. We have a well-equipped set of first aid and resuscitation resources. We have resources to support the teaching of alcohol education, and newly purchased resources to support with SRE and parenting. The resources for PSHCE are being updated yearly - this is to support the newly planned scheme of work.

Assessment, Recording and Reporting

Recording of lesson learning happens in several ways. Learners may produce work in response to an objective that will be put in an individual work book or file. Where this is not appropriate, iPad footage or photographs of learners' progress may be taken and stored on the 'Photograph' area of the school network. In addition to this a discussion record sheet will be filled in and the learners' understanding of the topic assessed as E (Emerging), D (Developing) or S (Secure): this may be filled in by class support staff or by the teacher of the lesson.

Where appropriate, learners will be given the opportunity to self-assess or peer-assess progress against objectives.

Recording and assessment is currently under review school-wide. The PSHCE curriculum often links closely with outcomes from EHCPs, and the subject lead is often called upon to give an overview of progress against short and long term targets.

Pupils have recently been baselined against the Autism Education Trust (AET) framework. Progress in PSHCE will link to many of the outcomes on the AET framework and this will inform RAG rating on progress made by pupils moving forward.

Monitoring

PSHCE work is moderated on a half-termly basis by the subject lead and a teaching colleague. This ensures that learners are being assessed accurately and fairly. Examples of work are taken from a selection of learners working across the levels.

RAG ratings are scrutinised and data extracted from these to ensure that learners are making sufficient progress across the subject.

Conclusion

All the above is reviewed regularly by the leadership group and governors.

Written by: Mrs Ali Mills (PSHCE Subject Lead) June 2020