



**PSHCE POLICY  
PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION  
DORIN PARK SCHOOL**

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**APPROVED: Curriculum & Standards Committee**

**DATE: 13/10/2022**

**NEXT REVIEW DATE: AUTUMN 2025**

## Rationale

A PSHCE curriculum, Jigsaw PSHE, was introduced in the autumn term of 2021-2022, after a successful trial of the recovery curriculum provided by the same company. This was created through adhering to government guidelines and through examination of the framework documentation produced by the PSHE association. Due to the changing needs of our learners, adaptations have had to be made to the delivery of PSHCE 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.

The Jigsaw PSHE programme is delivered through a set of themes, or 'puzzles' that cover all of the areas of the PSHE curriculum, including British Values and Citizenship. Each theme is taught half termly and then revisited the following year.

- Being me in my world
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

PSHCE is taught discretely across the school to our Formal Pathway and Semi-Formal Pathway learners, with the class teachers delivering the lessons. Each teacher has selected an appropriate stage for their class to begin at. 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 curriculum and Informal curriculum, PSHCE is delivered through My Communication, My Independence and The World About/Around Me lessons. The lead teacher for PSHCE ensures that provision across the school meets the requirements of the 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 cognition 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 lead teacher works closely with pastoral staff, our EHWP mentor and the senior leader responsible for the wellbeing of learners to ensure their protection.

### **Programme of Study**

The Jigsaw approach to PSHCE is delivered through 6 themes, each delivered half termly. The same themes are delivered across the Primary and Senior departments and cover the following areas:

- Being me in my world
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each theme progresses over the years to ensure that prior learning is built upon and/ or revisited, depending on the needs of each group of learners.

### **Spiritual, Moral, Social and Cultural (SMSC)**

Spiritual, moral, social and cultural learning 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 and is delivered by the pastoral class teachers, (with the exception of the learners on the pre-formal and informal pathways, who 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 lead teacher and the upper school assistant heads ensure that PSHCE is being delivered appropriately as part of the Formal and Semi-Formal pathways across KS3, KS4 and KS5.

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 via the EfL framework.

In EYFS (Early Years Foundation Stage) the focus is on Early Learning Goals, and PSHCE ideals permeate these; the lead of EYFS 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. Jane Delamere is the e-safety Safeguarding lead.

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) – See separate RSE Policy**

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

Relationships and Sex Education is taught from KS2 onwards, where appropriate to the cognitive ability and development of the learners. 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, if appropriate. We also cover the subject of pornography and its impact on relationships and expectations of a sexual relationship: learners will be taught that pornography is not real and that it does not portray a realistic image of relationships.

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.

Sex and Relationships 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 lead teacher for the PSHCE curriculum, supported by the School Nurse.

### **Delivery of Alcohol, Tobacco and Drugs Education**

Alcohol, tobacco and drugs education is taught at KS4 and KS5 through the secondary school Jigsaw Curriculum, if appropriate to the learners.

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**

Jigsaw PSHE provides access to all of the resources needed by teachers to deliver the lessons, including a robust lesson plan for each lesson, through online access.

Physical resources are kept in a designated storage space for PSHCE. 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 will be uploaded to Evidence for Learning (EfL).

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

The PSHCE curriculum often links closely with outcomes from EHCPs, notably in the areas of Emotional and Mental Health and wellbeing, and the lead teacher is often called upon to give an overview of progress against short and long-term targets.

### **Monitoring**

The delivery of PSHCE is moderated by the subject lead. This ensures that learners are being assessed accurately and fairly and that lessons are being delivered consistently across the school.

### **Conclusion**

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

Written by: Mrs Ali Mills (PSHCE Subject Lead) updated May 2024