CARWARDEN HOUSE COMMUNITY SCHOOL

PSHE Policy (Life Skills)

Policy Author:	PSHE Lead
Reviewed by:	Headteacher (bi-annually)
Adopted by Governing Body on:	November 2024
Due for review:	September 2026
Signed:	Chris Hamilton - Chair of Governors

Carwarden House Community School takes its responsibility to provide relevant, effective and responsible personal, social, health education (PSHE) curriculum very seriously. The school wants parents and students to feel assured that PSHE will be delivered at a level appropriate to both the age and development of our learners and able to voice opinions and concerns relating to the Life Skills provision.

Parents are given the opportunity to discuss this policy at parents' evenings and teaching and non-teaching staff are invited to discuss and contribute to the curriculum offer during training sessions. The policy is reviewed and approved by the governing body bi-annually.

Policy Aims

We are a Rights Respecting School. This procedure covers the following articles of the UNCRC:
• Article 4 – Making Rights Real
• Article 19 – You have the right to be protected from being hurt or badly treated.
• Article 29 – You have the right to an education which develops your personality and your respect for other's rights and the environment

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all students' education (Department for Education, 2020).

At Carwarden we have high expectations of our students and strive to ensure that every student achieves academically, socially and personally through our school ethos and core values.

Our PSHE programme ('Life Skills'), is rooted to our school values and aims to equip each student with a sound understanding of the strategies to develop resilience and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and in their preparation for adulthood.

We recognise that PSHE can encompass many areas of study. Our curriculum draws on the content outlined in national guidance and specifically the guidance related to: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our students through:

- promoting their spiritual, moral, cultural, mental and physical development
- preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002/ Academies Act 2010)
- teaching PSHE in a manner that is aligned with our school community core values.

Statutory requirements

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. In line with statutory guidance that came into effect September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of students at the school', our PSHE revised curriculum subjects includes:

1. Relationships and sex education (RSE) – (see RSE Policy)
2. Health education

Both of these statutory elements fall under the 'Relationships and sex education (RSE) and health education' and are in line with the terms set out in statutory guidance. Our Relationships and Sex Education details a parent's right to withdraw their student from certain aspects of RSE.

Content and delivery

What we teach in Life Skills?

Please refer to our Relationships and Sex Education Policy for details about this area of study.

All our students have been consulted on the topics they would like to be taught in their PSHE lessons from the Summer Term 2021. Please see 'Monitoring arrangements' below for how we aim to continue to use Student Voice to influence our planning and delivery of PSHE content.

How we teach our PSHE curriculum?

All students receive discrete PSHE lessons throughout the academic year. These are taught in ability groups enabling Life Skills/PSHE to be delivered at an appropriate level to all students. In Key Stage 4, the majority of students' complete qualifications from Entry level 1 to Entry level 3. These qualifications include Relationship and Sex education, Personal health and Personal Care and Hygiene. We aim to supplement these timetabled lessons with topics explored during daily Connections lessons when students will have the opportunity to explore key topics in depth over a longer period of teaching time. Many KS5 students work towards accredited unit modules that contribute to an Entry Level Diploma.

Each PSHE lesson is planned and tailored to the needs of our students. Lessons are created and delivered by the Life Skills Lead alongside a committed team of other teachers. Lessons are in line with our long-term PSHE scheme of work and underpinned by the British values of democracy, the rules of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Paid school membership to the PSHE Association has provided us with access to government granted PSHE resources and materials that have further informed our planning.

To facilitate students' learning in PSHE lessons:

- A student code of conduct is established to create an environment of safety, maturity and security; one in which students are encouraged to talk hypothetically as opposed to needing to reference personal experiences;

- The purpose of each lesson is made clear (objectives) and teaching resources & activities differentiated to meet students' educational and other SEND needs;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the students in the class. Where necessary, the school's Therapies Co-ordinator is consulted on best practice for delivery;
- Scenario based learning experiences draw on students' own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for students to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding students, handling sensitive or controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE;
- Carefully selected visitors may play a role in delivering aspects of curriculum content.

Assessment

PSHE education alone is not responsible for influencing students' future lifestyle choices. As with all other subjects, assessment in PSHE education will focus on learning measured against the lesson objectives, student targets and outcomes. We ensure that learning specific to PSHE education is regularly assessed. We recognise that assessment within PSHE education is not about 'passing or failing' or solely about behavioural outcomes. Teachers and students alike need to know what has been learned and how learning and understanding has progressed.

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows students and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact.

Confidentiality and Handling Disclosures

Due to the nature of PSHE education, students' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safeguarding that teachers and students are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in our school environment they are bound by the Carwarden House's policies and guidance, not their own**.**

We hope to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection / safeguarding issue. If this is the case, the procedures detailed in the school's **child protection and safeguarding policy** must be followed.

All disclosures must be recorded using CPOMS which will alert the school's designated safeguarding leads

Roles and responsibilities

The Board of Trustees
The Trustees are responsible for ensuring the implementation of this policy.

The PSHE Lead
The PSHE Lead is responsible for ensuring that PSHE is taught consistently across all key stages in the school and is fully compliant with DfE requirements. They monitor the quality of PSHE teaching & learning in all key stages and provide non-specialist staff with the support required to teach this subject area effectively.

Teaching Staff
Staff are responsible for:

- Delivering PSHE in a sensitive and empathic manner
- Modelling positive attitudes to the PSHE programme
- Monitoring student progress through teacher assessment, qualitative and informed tracking systems (SOLAR) and summative unit assessments (OCN @ KS4 & OCR @ KS5).
- Responding to the needs of individual students

Students
Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The PSHE Lead (Phil Redman) is supported in monitored PSHE teaching & learning by Carwarden's Curriculum Lead (Alex Ewen) and Lead in Life Skills (Maria Ramsay). This monitoring will address question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and students' needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

Monitoring activity will include planning reviews, learning walks, stakeholder surveys, reviewing student attendance & engagement, policy review, analysing relevant data reports and sampling the quality and content of students' work through book scrutiny and moderation processes.

Students' development in PSHE is monitored by class teachers as part of our internal assessment systems.

Links with other policies

This policy should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- Relationships and Sex Education (RSE) Policy
- Anti-Bullying Policy
- Behaviour Policy
- Staff Wellbeing Policy
- Positive Mental Health Policy