



Inspiring Optimistic Learners

## Personal, Social, Health and Economics Education (PSHEe) Policy

### Linked Policies/Protocols

- Anti-Bullying Policy
- Careers Education Information Advice & Guidance Policy
- Drugs and Substance Misuse Policy
- Equality Policy
- E-Safety Policy
- Promotion of Values at TCC
- Relationships and Sex Education Policy
- Social, Moral, Spiritual and Cultures Policy
- Transition Policy
- Visitor Policy
- UNCRC

<b>Reviewed:</b> October 2018	<b>Next review due:</b> October 2019
<b>Governing Body Committee:</b> CCI	<b>CLT contact:</b> John Golding/ Davina Bray
<b>Policy adopted by the Governing Body on:</b> N/A	

## INTRODUCTION AND CONTEXT

This policy covers our College's approach to Personal, Social, Health and Economic education to include and be supported by the UNCRC. The policy was produced by the College PSHEe Lead, Davina Bray. Guidance provided by the PSHE Association has been used to update the policy. The policy will be reviewed in October, 2019.

The PSHEe policy can be viewed by parents and carers and all stakeholders on the College website.

PSHEe helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them in developing personally and socially and it tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We use PSHEe to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. RSE is an important part of PSHE education and is statutory in maintained secondary schools.

PSHEe is taught as a spiral programme which is the recurrence of themes throughout the key stages. With each delivery of the theme, the level of demand increases and learning is progressively deepened. Quality-marked, P.S.H.E. Association resources are used whenever possible. The PSHEe curriculum consists of discrete timetabled lessons for Years 7-11. Students are taught by a team of teachers. When possible we also organise visits from external agencies and speakers such as the Police, Breathers group, Brook and other organisations and charities. There are wider, extra-curricular activities and activities completed during tutor time which enrich the PSHEe curriculum. Students' personal, social and emotional development is also encouraged by our supportive college ethos, where all are valued and positive relationships are seen as important. A safe and secure school environment is created which is conducive to learning. (College Vision & UNCRC)

Torpoint Community College is situated in South-East Cornwall and is very much a part of the local community. The majority of students attending the College live in the Torpoint and the Rame Peninsula. A number of students travel from Plymouth via the ferry across the River Tamar. In recent years teenage pregnancy rates in the South East Cornwall have fallen. This is not the case in Plymouth which has higher than national average rates. Teenage attitudes to relationships and sex also continue to be a concern with rising STI rates in Cornwall. There is a higher than national average rate of smoking amongst pregnant women. Almost 1 in 5 women smoke during pregnancy as evidenced by the regional health profiles.

In Cornwall, local health profiles show that the rate of new cases of malignant melanoma skin cancer is worse than the England average. The estimated rates of smoking, healthy eating, binge drinking and obesity are similar to the England average. The death rate from smoking is better than the England average. However, almost 1,000 people in Cornwall die from smoking related diseases each year. The rate of people claiming incapacity benefits for mental illness in Cornwall is higher than the

England average. We are also in an area with a higher than average level of road traffic accidents. National statistics for youth unemployment highlight the importance of effective Careers Education as part of our PSHEe provision. We strive to create a PSHEe curriculum which ensures the present and future wellbeing of students and has relevance in meeting their learning needs in response to local and national statistics.

We acknowledge that Relationships and Sex Education is the right and responsibility of the parent. Torpoint Community College provides relationships and sex education to support parents in fulfilling this responsibility.

If parents are not happy with what the College provides in its basic curriculum, for example in PSHEe lessons, with regard to relationships and sex education they have a right to withdraw their child/children from those aspects of relationships and sex education not covered by the National Curriculum Science Order. Parents should state their wish to remove their child from such activities in writing to the Head Teacher, Andrea Hazeldine.

Please note in this College safeguarding young people is paramount. All staff have received training re the Prevent Duty and understand their responsibility to prevent extremism and radicalisation. Students have been advised about the issues surrounding this.

- 1. AIMS AND OBJECTIVES (Article 2 – without discrimination; Article 3 – in the best interests of the child; Article 6 – survival and development of a child; Article 8 – protection of a child’s identity; Article 17 –access to reliable information from the media; Article 24 – access to health care; Article 27 – a standard of living that meets their physical, social and mental needs; Article 28 – right to an education; Article 31 – the right to relax and play; Article 33 – protect children from the use of illegal drugs; Article 34 – protect children from sexual abuse and exploitation)**

Our PSHEe programme aims to support young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Our learning objectives, fulfilled through the engagement of students in active learning opportunities, enable students to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

## **2. VALUES**

Our PSHEe programme promotes and reflects our college and co-operative values of respect, equality and co-operation in line with the UNCRC.

Students learn to recognise, develop and communicate their qualities, skills and **attitudes (Article 29)**. Students accumulate knowledge, confidence and self-esteem in order to realise their true potential (**Article 29**). As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms (**Articles 2, 12, 13, 14 & 30**). The world is full of complex and sometimes conflicting values. Personal well-being helps students explore this complexity and reflect on and clarify their own values and attitudes (**Article 2**). They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people (**Article 2**).

Personal wellbeing makes a major contribution to the promotion of personal development **(Article 24 & 27)**.

Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively **(Article 28)**.

### 3. PSHEe CURRICULUM

We know that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Students need opportunities to clarify their values and beliefs and rehearse and develop enquiry based, interpersonal skills.

To this end, the PSHEe Lead and team will work to provide real life enquiries e.g, 2014 BBC filming of the Year 10 e-cigarette debate and 2016, 2017 and 2018 Devon & Cornwall Police Hate Crime Competition.

#### Content and Organisation Key Stage 3: Years 7, 8 and 9

The Key Stage 3 PSHEe curriculum is based on the learning outcomes from the PSHEe Personal Wellbeing and Economic Wellbeing Programmes of Study. Students in years 7, 8 and 9 receive 1 PSHEe lesson a week and are taught by a team of teachers.

The following topics are covered by each year group and consist of a sequence of lessons:

We seek feedback regularly from students to ensure that the PSHEe curriculum is relevant and engaging.

#### Year 7

- Ground rules for PSHEe.
- British Values and effective discussion **(Article 8 – protection of identity)**.
- The transition from Primary to Secondary education and the importance of finding help and support, friendships **(Article 2)**
- Anti-bullying week focus. Active listening, negotiation, offering and receiving constructive feedback and assertiveness **(Articles 2, 12 & 13)**.
- Personal Safety in a range of situations e.g. beach safety, e-safety ,road safety etc
- Healthy Living including lessons on the consequences of smoking **(Articles 24 & 27)**.
- Importance of activity and sleep **(Article 24)**.
- Coping with change - such as the physical and emotional changes during puberty.
- Consent **(Article 34)**
- F.G.M. **(Articles 24 & 27)**
- Consequences of teenage pregnancy **(Articles 24 & 27)**.

- Managing your money, finding out about bank accounts, different ways of spending and saving money, budgeting **(Article 28)**.
- Careers education, importance of goal and target setting **(Article 29)**.
- Focus on drugs and how high risk behaviours affect individuals and families **(Article 33)**.

### Year 8

- Revisiting ground rules for effective discussions.

Values of respect (Expect Respect)-British values, Healthy relationships; consent, F.G.M., introduction to contraception and introduction to where to find further help and support both in College and out of College such as the Brook Clinic, finding out more about what the law determines as Sexual Activity and ages of consent, the nature and importance of marriage and stable relationships in bringing up children, the different types of relationships within families.

- Friendships, groups and gangs **(Articles 2, 15, 19 - protection from all forms of violence)**
- Drug, alcohol and tobacco education **(Article 33)**
- First Aid –British Heart Foundation Heartstart course **(Article 24)**.
- Finding out about...cancer, divorce, where to find help and support **(Article 28)**.
- Differences, Diversity and Prejudice **(Article 2 & 3)**.
- Money Matters **(Article 28)**.
- Anti- Bullying, active listening, negotiation, offering and receiving constructive feedback and assertiveness **(Articles 2, 12 & 13)**.
- Importance of work, life balance-work, leisure and exercise **(Articles 29 & 31)**.
- Stop Stigma, Self Esteem Dove Project, eating disorders **(Articles 24 & 27)**
- Gambling and the consequences **(Articles 27 & 28)**.
- Careers Education **(Articles 28 & 29)**.
- Dementia **(Articles 24 & 27)**.

### Year 9

- Ground rules and skills for discussions. Values of respect- British values)
- The primacy of Human Rights, campaigning for human rights. F.G.M., as part of Human Rights, Rights Respecting Schools – UNICEF and the UNCRC
- The potential tensions between human rights, British Law and cultural and religious expectations and practices **(Articles 14 & 30)**.
- Exploring views about drugs, the law and drugs, awareness of legal highs, binge drinking, raising awareness of drink drive in young people **(Articles 24 & 33)**.
- Anti-bullying week. Cannabis and Mental Health **(Articles 2, 27 & 33)**.
- Careers Education and research including qualification pathways, options research, action planning/application forms practice, Work Experience preparation. Targets and transition to KS4 **(Articles 28 & 29)**
- Healthy eating **(Article 24)**.

- Relationships and Sex Education including recognising and managing risk, contraceptives and STIs, condoms, HIV Awareness. Issue of consent. **(Articles 24 & 34)**
- e-safety, media images, gender and body image **(Articles 2, 17, 27 & 28)** .
- Self-harming, self-esteem and resilience **(Articles 24 & 27)**.
- Discrimination and prejudice, sexuality **(Articles 2, 6, 8, 12, 13, 14, 15, 24 & 28)**.
- First Aid recap **(Article 24)**.
- Guide to finances, earning money/paying tax, spending and budgeting **(Article 28)**.

## **Content and Organisation at Key Stage 4: Years 10 and 11**

### **Year 10**

Year 10 students have one PSHEe lesson each fortnight and rotate around 4 teachers over the year. Year 10 also take part in the Brook Bitesize activity. The focus for Year 10 PSHEe lessons are:

- The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them **(Articles 14, 28 & 30)**.
- The characteristics and benefits of positive, strong, supportive, equal relationships **(Articles 2 & 6)**.
- To recognise when a relationship is unhealthy or abusive **(Article 34)**.
- Domestic violence **(Article 19)**
- Statutory and voluntary organisations that support relationships experiencing difficulty or crisis-how to access them **(Articles 17 & 28)**.
- Managing the ending of relationships **(Articles 2 & 12)**.
- Honour based violence, forced marriages, rape-support for self and others **(Articles 3, 6, 8, 19, 27 & 34)**
- How the media portrays young people, body image and health issues and how this links to self-esteem **(Articles 17, 27 & 28)**.
- The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders. Stress, Anxiety, Depression. This is delivered using the Stop Stigma resource produced by Healthy Schools Cornwall and the NHS **(Articles 17, 24 & 27)**.
- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse. The short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and **communities (Articles 24, 27 & 28)**.
- Where and how to obtain health information. How to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations. How to find sources of emergency help and how to use basic and emergency first aid **(Articles 24 & 28)**.
- Careers and Financial education. Goal setting **(Articles 28 & 29)**.
- Harassment and management of this in the work place **(Articles 2, 6 & 12)** .
- Take increased responsibility for monitoring their own health- including testicular and breast self-examination **(Articles 24 & 28)**.

These lessons are delivered in 4 week blocks under the broad headings of Emotional Health and Well-being, Personal Study, Careers and Relationships.

## Year 11

Year 11 students have one PSHEe lesson a fortnight and cover a range of topics such as the characteristics and benefits of positive, strong, supportive, equal relationships. Again they rotate around 4 teachers, exploring relationships, study skills and good routine, healthy lifestyles and money issues.

Topics include:

- To recognise when a relationship is unhealthy or abusive (**Article 34**).
- Domestic violence (**Article 19**)
- Statutory and voluntary organisations that support relationships experiencing difficulty or crisis-how to access them (**Article 28**).
- Managing the ending of relationships.
- Honour based violence, forced marriages, rape-support for self and others (**Articles 3, 6, 8, 19, 27 & 34**)
- Harassment and management of this in the work place (**Articles 2, 6 & 12**) .
- Take increased responsibility for monitoring their own health- including testicular and breast self-examination (**Articles 24 & 28**).
- The Year 11 journey.
- Money worries and avoiding debt (**Articles 28 & 29**) .
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- Personal safety (**Articles 19, 24 & 34**) .
- Issues surrounding e-safety such as sexting, pornography (**Articles 17, 27 & 34**).
- Abortion, the current legal position and the ranges of beliefs and opinions about abortion (**Articles 24 & 28**).
- The reasons why parents decide to adopt/foster or to place children for adoption (**Article 21**).
- Fertility levels are damaged by S.T.I.'s, fertility decreases with age (**Articles 24 & 27**).
- Options for individuals unable to conceive
- First aid recap (**Article 24**).
- Drug awareness (**Article 33**).
- Careers Education, post-16 pathways (**Articles 28 & 29**).
- Resilience and coping with stress (**Articles 6, 24 & 27**).

Year 11 students in 2016-17 took part in an in-house PSHEe survey to elicit what they believe to be the perceived gaps are in their learning. The PSHEe curriculum, for them, will be needs led and has also informed the planning for 2017-18 and in 2018-19. The survey revealed that their top priority is learning about Mental Health, resilience and managing stress.

Full details of lessons can be found in the scheme of learning for each year group on the network.

## **Essential Skills students will learn in KS3 and KS4**

We will ensure learning 'starts from where students are and seek to understand students' prior knowledge.'

We will encourage cross-curricular learning and to this end we will frequently complete mapping exercises across KS2, KS3 and KS4.

Essential skills are those of:

- Critical Reflection.
- Decision Making and Managing Risk.
- Developing Relationships and Working with Others.

The tutor programme and wider programme of extra-curricular activities also promote the personal and social development of our students and the UNCRC.

Opportunities in the tutor programme include discussions of personal targets at Academic Review Days, rewarding and celebrating student achievements, organising fundraising events, Tutor and House challenges, working to uphold the rights of our students and our Silver Award as a Rights Respecting School. All Key Stage 4 tutor groups have covered a Mental Health Awareness sequence of tutor activities in 2018-19 to raise the awareness of mental health issues and how to access support and advice in accordance with the UNCRC.

#### **4. RESOURCES**

In the delivery of PSHEe, teachers use a variety of teaching methods and resources, including:

- Discussion.
- Drama and role play.
- Research and presentation.
- Video and Power Point Presentations.
- Outside Speakers.

In September 2012 we adopted the RSE resource for Secondary Schools developed by the Christopher Winter Project as the resource was endorsed by the Cornwall Healthy Schools Team and County RSE Advisor. We use resources recommended by the Cornwall Healthy School's team such as the Stop Stigma resource for teaching about mental health issues to Year 10 and the British Heart Foundation Heartstart course to deliver First Aid. In June, 2015 we joined the PSHE Association and can now benefit from the quality mark resources and support on offer. We also uphold the rights of the convention (UNCRC), incorporating knowledge and understanding of students' rights through learning of the Articles that complete the UNCRC (**Article 42 – knowledge of rights**).

#### **5. EXTERNAL SPEAKERS AND ORGANISATIONS**

We believe that external speakers can usefully supplement learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning.

All visitors follow the Safeguarding policies in place when visiting the College. Classes or groups are always supervised by a member of the teaching staff.



In 2018-19 year 7 students will benefit from Road Safety talks by the Cornwall Fire Service to highlight the dangers of distractions to pedestrians such as using a mobile phone whilst walking.

We work closely with the Brook Advisory Service to deliver effective RSE.

All year 9 students receive a talk about the Brook service and law regarding consent.

Year 10 students work with Brook and complete the Brook Bitesize event, delivered by a team of healthcare professionals from Brook covering

- Access to the Sexual Health Clinic which is located in the Children's Centre at the end of the College drive.
- The role of Brook
- Information about contraception, STIs, healthy and unhealthy relationships.
- The consequences of unprotected sex.
- The influence of alcohol and drugs leading to risky behaviours.

Year 11 students also have a session with Brook. Other agencies also work with students such as Alcoholics Anonymous (since 2011) and the Cornish HIV Charity, Kernow Positive (since 2012), Cornwall Hear our voice Heads Up mental health project, LGBTQ Cornwall, and Andy Phippen; Professor of ICT at Plymouth University.

We are constantly reviewing and endeavouring to establish links with additional speakers and organisations and so this list is subject to changes – external organisations are also subject to funding cuts in the current economic climate. There are guidelines for staff on confidentiality and handling sensitive and controversial issues and we use organisations recommended by the Cornwall Healthy Schools team.

## **6. CELEBRATION OF ACHIEVEMENT – ASSESSMENT, RECORDING AND REPORTING**

As with any learning process assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme. Students do not pass or fail within PSHEe but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. The process of assessment has a positive impact on student's self-awareness and self-esteem.

We do not assess students in all areas of the PSHE programme, however, opportunities for students to reflect on their progress is identified. It is inappropriate to assess students' values. In some cases it will be possible to observe and assess how students apply their knowledge, skills and understanding in simulated or real experiences. There are opportunities to record learning and progress in different ways. Staff will give A2L data on interim and annual student reports and provide a written comment on the annual report.

Celebration of achievement contributes to building students' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the College and develops student's sense of pride. Students are rewarded using Merits (and later this year Kudos points) and through recognition of effort and progress in PSHEe at end of term awards assemblies.

## **7. ON-GOING EVALUATION AND MONITORING OF THE PROGRAMME FOR PSHEe**

PSHEe is monitored through student questionnaires and evaluations. There are regular meetings of PSHEe staff to monitor and evaluate the PSHEe programme and share good practice. There are regular meetings between John Golding, CLT link and Davina Bray, PSHEe lead.

## **8. CREATING A SAFE and SUPPORTIVE LEARNING ENVIRONMENT**

All PSHEe classes develop a set of ground rules for discussions at the start of each academic year in agreement with their teacher. The aim of the ground rules is to establish an environment of respect and collaboration so that students feel confident in discussing sensitive issues. The ground rules are reinforced in the RSE lessons and at the start of any RSE activity or talk from an External Speaker. Staff routinely remind students of the protocols in place for confidentiality. If a disclosure is made, the teacher must act in accordance to the College Safeguarding Policies and the UNCRC.

The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the College's policy in this matter to the letter.

## **9. EQUALITY AND DIVERSITY (Ref: College Equality and Diversity Policies)**

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHEe curriculum. **(Articles 2, 14, 23 & 30)**

We actively promote social learning in PSHEe lessons and across the College. We expect our students to show a high regard for the needs of others by working to the College and Co-operative values.

We will use PSHEe education as a vehicle to address diversity and equality for **all (Articles 2, 3, 23 & 30)**.

## **10. CONFIDENTIALITY**

The aim of this part of the policy is to set out the College's position on confidentiality so that it meets the requirements of the:

- Data Protection Act
- The Children's Act
- The Schools Standard and Framework Act 1998
- Child Protection
- UNCRC

Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that student to the designated person (DSL) in College, giving a value free report of the disclosure.

In cases where a teacher learns from an under 16 years old that they are having, or contemplating having sexual intercourse, the teacher will:

- encourage the student to talk to their parent or carer;
- encourage the student to contact the Health Centre to access contraceptive and/or other services.

Teachers will only have to report such disclosures where child protection issues are involved.

## **11. PARENTS AND CARERS**

We are committed to working with parents and carers. The PSHEe policy will be displayed on the College web site.

Information about PSHEe will be distributed to parents at Open Evenings, Parent Evenings, Academic Review Days and during one to one meetings.

As stated above parents have the right to withdraw their child/children from RSE that falls outside the National Curriculum Science Order. They should do so in writing to the Headteacher Andrea Hazeldine or Mrs Bray PSHE Lead. When the Headteacher receives such a letter she will invite the parents to a meeting, at which the Headteacher will explain clearly what the College's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible, the student will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

## **12. STUDENT CONSULTATION**

The first step has been taken in consulting with students regarding the relevance of the PSHEe curriculum in that a Year11 survey has been completed and the results used to inform the planning of the Year 11 PSHEe curriculum. It is the intention to develop consultation with other year groups. Consultation is currently taking place with KS2 feeder primary schools to map the PSHE provision at KS2.

## **13. IMPLEMENTATION OF POLICY**

All staff at Torpoint Community College are required to read, understand and are responsible for the implementation of this policy.

The PSHEe Lead will ensure that:

- All staff delivering PSHEe and drop down days are given adequate training and are comfortable with dealing with issues that may arise.
- There is regular communication and termly PSHEe meetings.
- Schemes of work for PSHEe are maintained and updated.
- Use of teaching and learning styles and materials are appropriate;
- The College programme of PSHEe is effective.
- This PSHEe policy supports/compliments other College policies.

## **14. POLICY MONITORING AND REVIEW**

This Policy will be reviewed annually by the Governing body, CLT, Parents, Students and PSHEe Lead and amended and updated as appropriate.