



The Complete Works Policies

Personal, Social and Health Education (PSHE) Policy

Updated January 2020

Rationale for Personal, Social and Health Education

Personal, Social and Health Education is integral to the wellbeing of students at The Complete Works Independent School (TCW). At its core is not only the quality of the PSHE curriculum across the age ranges taught but all aspects of life in school. The aim of this policy is to permeate throughout the life of every learner taught in school.

“Treat others as you wish to be treated”

TCW believes that in conjunction with its mission statement of “Reigniting young people’s interest in education, through creativity,” that it should promote the personal values and personal qualities that we wish to develop and nurture, through every aspect of the school’s operation.

Personal, Social and Health Education is planned and delivered incorporating our core aims, values and vision for every learner, as well as the Every Child Matters framework. The very application of Being Safe, Making a Positive Contribution and Being Healthy are central to our students’ lifelong development.

PSHE at TCW is delivered through work in lessons and through a wide range of activities across and beyond the curriculum. Students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

PSHE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Aims and Objectives

Through a variety of learning experiences both direct and indirect, TCW helps each and every student to:

- Think and act for themselves
- Acquire and develop personal qualities and values
- Take their place in wide range of roles in preparation for adult life
- Develop confidence and independence within the school community
- Value and respect themselves and think well of themselves
- Develop social skills and model positive behaviour
- Be able to share and cooperate
- Become empowered to participate in school life as active citizens

Modes of Delivery

The PSHE Curriculum

PSHE cannot always be confined to specific timetabled time. However at TCW the following delivery methods are used:

- Direct teaching via timetabled lessons PSHE
- Teaching PSHE through and in other subjects/curriculum areas. E.g. Cooking, Science, PE, Student council and World View
- Through PSHE activities and school events
- Through pastoral care and guidance
- Thought for the day
- PSHE Approach to Teaching and Learning

To help direct students within the PSHE curriculum:

- The purpose of each lesson is made clear and placed in context
- Appropriate learning experiences are planned to meet the needs of all students
- Learning is designed to allow students to draw on their own experiences, providing a place to demonstrate knowledge and skills with the application of ground rules
- Time is given to classes to reflect and apply their learning where appropriate
- Attention is given to developing a safe, secure and welcoming classroom environment

Some of the following are used as examples of teaching methods/approaches to deliver the PSHE curriculum help direct students within the PSHE curriculum:

- Working together/team workers
- Establishment of ground rules
- Role Play
- Information gathering and sharing
- Teacher led discussion/Paired Work
- Problem solving
- The use of Empathy and Sympathy-evaluation
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time
- School Council

Many of these approaches to PSHE are intrinsically linked to our core aims, values and visions coupled with (managing feelings, empathy and social skills being central to the PSHE approach), Every Child Matters and Personal Development and Well Being.

PSHE Scheme of Work

Knowledge and skills are embedded in the long term curriculum planning for PSHE. Furthermore the planning for PSHE has formatted the planning around the QCA Personal Wellbeing framework. This allows PSHE teaching staff to highlight concepts such as Personal Identities, Healthier Lifestyles, Relationships and Diversity. Secondary Social and Emotional Aspects of Learning (SEAL) links are also made across the curriculum planning. These support and reflect the cross curricular approach to Extended Guidance time.

Programme of Study for Key Stage 4

- Personal Action Planning
- Drugs Education
- Sex and relationship Education
- LGBTQ +
- Personal Finance
- Emotional Well being
- Bullying/Cyber bullying
- E-Safety
- Healthy Lifestyles
- Making informed career choices
- Applying for Jobs/Courses
- Relationships in the workplace
- Personal safety
- Being a critical consumer
- Diversity, prejudice and discrimination

Assessment

In PSHE there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships

Assessment in PSHE does not imply that students are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This can be particularly important in working with students from diverse backgrounds or who have emotional and behavioural difficulties

At TCW all students are entitled to participate fully in the programme of PSHE and so students' of all backgrounds must be planned for

Role of PSHE Curriculum Leader within TCW

The Curriculum Leader will:

- Raise awareness amongst all staff of their contribution to the students' personal and social development and agree the overall aims, objectives and priorities
- Establish a shared view of best practice to which all students are entitled
- Lead policy development and review as this need arises
- Agree the main priorities for the students' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including the use of outside agencies, and students' responses to the programme
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- Attend relevant LEA courses and network meetings

Use of Community Based Agencies

"A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools.

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. Careful consideration needs to be given to issues of content, coordination and consistency"

-Guidance on good practice, DPI - Home Office (1998)

Visitors compliment planned provision for PSHE. Their input is reviewed and evaluated by the PSHE Curriculum Leader and any other staff linked to the visitor.

Regular and successful visitors include:

- Tender Sexual Health
- Sexpression
- WUSH (Wise Up to Sexual Health)
- Police
- TCW Theatre-in-Education projects

At TCW all community based agencies that visit us and provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon students in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the students actively and communicate at appropriate levels for the age group concerned.
- Make clear to students who they are, who they represent and what they are offering to young people.
- Develop ways of speaking to young people, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff ensure that:

- checks have been made with the LEA
- any necessary training prior to delivery is attended and completed
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- a method of evaluation has been agreed by both the outside agency and the Curriculum Leader
- Evaluation used to assess effectiveness and build relationships with visitors.

Ground Rules and Distancing Techniques

The establishment of ground rules in the delivery of PSHE learning is absolutely central to its success. At TCW all PSHE lessons should begin by establishing ground

rules. This means students can self regulate, participating and agreeing on what is acceptable and appropriate to discuss.

Furthermore, this process of ground rule establishment also enables all students present to contribute and participate in their learning, developing skills of responsibility, leadership and an opportunity to challenge constructively those students who do not conform to the ground rules as well as allow an opportunity for restorative practices.

These in essence are the very skills PSHE is designed to develop with our students and help them progress successfully into adulthood. They also highlight TCW values and visions as part of this area of the students' learning.

- Students will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (teacher or student) should be expected 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

Dealing with Questions/Discussion Points

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- The teacher should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness
- Students should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate
- If a verbal question is too personal the teacher should remind the pupil of the ground rules
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis
- Teachers should not be drawn into providing more information than is appropriate to the age of the student
- If a teacher is concerned that a student is at risk of abuse the Designated Safeguarding Officer should be informed and the required child protection procedures followed

Careers Education

Our students receive career education in PSHE and by regular visits from their designated Careers Advisor from Prospects. Ian Herring serves our Hackney students and Barbara White, our Southwark student. They help identify the student's aspirations and then enable and support them in applying to the college course that

they desire. Each step is fed back to their Heads of class and added to their records.

Our Year 10 and 11 students also receive work experience placements at the end of their academic year with us if appropriate.

PSHE classes look at many aspects of Careers advice this is demonstrated in each class' Schemes of Work, an example is shown below:

Unit: Applying for Jobs and Courses

1. Know how to apply in writing for a job or course
 - Complete a standard job or course application form
 - Produce a letter of application for a given job or course in an appropriate format and containing all relevant information
 - Produce a CV which includes all relevant personal information plus details of education and experience
2. Recognise good practice in making written applications
 - List four “do’s” and/or “don’ts” in completing application forms
 - Identify good and bad features of two given letters of application for a job or course
3. Know how to prepare for an interview
 - List three questions which might be asked by an interviewer and provide an appropriate answer to each
 - Prepare an appropriate question to ask the interviewer
 - Identify the personal presentation skills required by an interviewee
4. Know how to take part appropriately in an interview
 - Respond appropriately to questions asked in an interview
 - Ask an appropriate question of the interviewer
 - Use appropriate body language
5. Recognise the kind of criteria which may be used in the selection process for a given job
 - Identify three important criteria which might be applied in shortlisting or making appointments.