

Christchurch Learning Centre

Personal, Social, Health and Economic Policy

Approved by:	Mr Philip Gavin
---------------------	-----------------

Last reviewed on:	Spring 2025
--------------------------	-------------

Next review due by:	Spring 2026
----------------------------	-------------

Contents

1. Aims	3
2. Statutory requirements.....	3
3. Content and delivery	3
4. Roles and responsibilities	4
5. Monitoring arrangements	5
6. Links with other policies	5

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

Our PSHE curriculum aims to deliver a holistic approach to learning which ensures that learners are provided with up to date, factual information in order to make positive, informed choices which supports a healthy lifestyle in relation to physical, emotional, intellectual, social and economic health and wellbeing.

Learning resources are from credible sources to ensure that information is non-biased and appropriate for learners. PSHE teachers understand the importance of not allowing personal beliefs and attitudes to influence teaching materials and discussions, and furthermore that PSHE subjects must be delivered with integrity and sensitivity.

These qualifications have been specifically selected and trialed with particular reference to the needs and learning patterns of pupils who attend the Centre. These qualifications are versatile and can be tailored and personalised to individual needs which ensures that each learner has the opportunity to learn at their own pace and achieve accreditation which underpin the PSHE teaching they have acquired.

Our short courses also enable learners on a short-term placement or who join the cohort for longer term periods, to access the rolling programme and achieve credits which may enable them to accrue a module achievement and certification.

The curriculum underpins the Centre's ethos and values to ensure that learners are able to access a personalised curriculum. It also encompasses the Centre's mission statement which states 'to prepare all for the next steps in their journey to success', as it supports further education and career development, as well as ensuring that learners know how to make healthy and safe life decisions. The PSHE curriculum covers the statutory subjects of relationships, sex and health education, careers advice and guidance whilst targeting key learning areas such as mental health and social/citizenship skills.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). This also extends to careers education
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. You can find this policy on our school website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each Key Stage.

3.2 How we teach it

- PSHE is taught to all year groups across both sites. Two forty-five-minute lessons is identified as our minimum offer and deemed necessary to address the majority of the curriculum throughout the year however many pupils have very unique provision requirements, hence some pupils access more than this and on occasion, some pupils receive less than this. PSHE is regarded highly within the curriculum offer at all levels including governance and every attempt to provide access to the subject is investigated when deciding pupil provision offers and reviews.
- Staff have worked collaboratively to ensure that cross-curricular teaching is supported wherever possible. Collaboration with the English, Science and Geography departments has taken place to ensure full coverage of the necessary topic areas. Collaboration has also been sort via our Tutor time content.
- Staff work creatively to address all aspect of the subject and provide pupils with creative learning opportunities. A small budget is set for accessing outside speakers and visits. All off-site visits and trips are ratified by a member of the senior leadership team and are fully risk assessed. Parents are fully informed of the proposed trips and the relevance to the curriculum before the event and full consent is requested to participate. Please refer to the PSHE curriculum map and associated visits list for further details.

- The curriculum is delivered by allocated PSHE staff in both sites; Mrs Clark and Mrs Legg however, a number of professional organisations attend the site to deliver key messages and content from a qualified and specialist background. Organisations such as The Safer Schools Team, Careers & Enterprise practitioners, Sexual Health & Personal Safety professionals.
- Staff meet regularly to standardise, moderate and plan for differentiation. Subject leads refer to DfE guidance and key professional bodies when planning the curriculum to ensure that subject matter is appropriate and differentiated as required. As a PRU, we are accustomed to an ever-changing cohort and staff are well informed of pupil needs, historic background and desired progress/outcomes on admission, which enables them to make appropriate adjustments to curriculum content as required. Our SENCo ensures that all staff have regular updates regarding specific SEND requirements and abilities, which also supports staff to make appropriate differentiation not only by task and content but by emotional wellbeing and emotional stability.
- Units are selected per cohort/group in terms of year groups, (and appropriate subject material) as well as specific needs in relation to the known history of learners. For example, some learning groups or individuals may have a high incidence or history of poor mental health, substance issues, or are high risk of threats to personal safety. Therefore, learning can be tailored to incorporate these learning opportunities or subject content.
- Subject staff are able to meet as a department to address any concerns that arise regarding delivering curriculum content and opportunities are made available to meet/communicate with colleagues in PRU's across Dorset. Staff also utilise the support of outside organisations, including BCP professionals to support the delivery of the curriculum and challenging content. Tutor time and access to out-reach staff/services are also available for staff to discuss challenges that arise from controversial content and to discuss any concerns. Staff also have regular and flexible access to SLT regarding any concerns about delivering the content of the curriculum. Please also refer to the Centre's safeguarding policy and procedures.
- Learners are encouraged to discuss units of the course which they would like to study and these have been incorporated wherever possible and appropriate into the curriculum. This enables each group to have a differentiated curriculum which suits their needs.
- CLC is referred a high proportion of school refusers and or persistent non-attenders which has been taken into account when developing and choosing the most appropriate curriculum for PSHE. We follow the ASDAN courses and accreditation as the curriculum enables pupils to target units and work independently on 'challenges' and reduce 'learning gaps' which may have occurred through poor attendance.
- Staff will communicate progress and engagement to parents in line with the Centre's reporting and recording procedures. Provision is reviewed with appropriate professionals and parents at key points throughout the year as required. Parents are also invited to academic review days to meet with curriculum staff to discuss progress, engagement, outcomes and any concerns identified.
- The curriculum is delivered via a number of resources which include DfE PowerPoints, YouTube clips, websites, guest speakers and organisations and targeted activities to compliment the ASDAN course. All content can be taught both on-site and via our virtual platform.
- Assessment will be via completion of topic tasks and unit tasks. Pupils will be allocated their own ASDAN workbook to complete and use as evidence towards achieving the award.

4. Roles and responsibilities

4.1 The Governing Board

The Governing Board will hold the Headteacher to account for the implementation of this policy.

The Governing Board has delegated the approval of this policy to the Headteacher.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

The staff members responsible for delivering PSHE are: **Mrs B Clark** and **Mrs J Legg**. Allocated tutor staff are also responsible for delivering elements/units of the PSHE curriculum, as directed by the PSHE department.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress

› Responding to the needs of individual pupils

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by members of the Senior Leadership Team through:

Performance management including planning scrutiny, book scrutiny, learning walks and curriculum meetings.

This policy will be reviewed by Mrs B Clark and Mrs J Legg as PSHE lead staff, annually. At every review, the policy will be approved by the Headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Assessment Policy

CURRICULUM MAP – KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHEE	Identity & Stereotyping. Peer Pressure. Religious Beliefs & Practises. Multiculturalism. British Values. Extremism & Radicalisation. Discrimination & Stereotyping. Sexuality & Gender Identity. Equality & Diversity. Healthy Eating. Eating Disorders.	Toothcare. Exercise. Alcohol Use. Drug misuse. Smoking. Benefits of Sleep. Personal Hygiene. Infection Control. Mental Wellbeing.	Personal Safety. Reducing the Personal Risks of Spiking & Street Crimes. Knife Crime. Joint Enterprise. Conflict Resolution. Types of Abuse. Sexual Harassment. Child on Child Abuse. Consent. Grooming.	Coercive & Controlling Behaviour. CCE & County Lines. Forced Marriage, Honour Based Violence & FGM. Sending Nudes. Road Safety. Home & Fire Safety. Basic First Aid. Sun Safety. Water Safety.	Being New. Making & Maintaining Friendships. Bullying. Racism. Harmful Behaviour Online. Cyber Bullying. Online Gambling. Data Security.	Harmful Content. Cyber Stalking. Body Image, Self-Esteem & Social Media. Challenging Media Stereotypes. Digital Resilience. Career Choices & Progression Options.

CURRICULUM MAP – Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHEE	Effects of Alcohol Use. Measuring Alcohol. Societal Impact of Alcohol. Alcohol Poisoning. Alcohol Dependency Peer Pressure & Alcohol.	Effects of Illegal Drugs. Categorising Illegal Drugs. Psychoactive Substances. Correct Prescription Medication Usage. Drug Dependency. Drugs and the Law. Effects of Smoking/Vaping. Societal Impact of Smoking.	Family Structures. Healthy & Unhealthy Relationships. Starting & Ending Relationships. Bullying. Sexual Harassment. Child on Child Abuse. Consent. Forced Marriage & Honour Based Violence. Parenting. Supporting Additional Needs. Pregnancy & Development.	Human Rights. Discrimination. The Equality Act 2010. Voting. Responsibilities. Belonging & Values – Community, Britain, Global. Anti-Social Behaviour Digital Citizenship.	Conviction Processes. The Role of Courts. Types of Crimes. Age of Responsibility. Sentencing & Punishment. Police Powers. Offensive Weapons. Child Criminal Exploitation.	County Lines. Knife Crime. Careers, Employability and Progression. Finance. Dangers of Debt.

CURRICULUM MAP – Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHEE	Skills & Attributes for Work. Law at Work. Career Planning. Next Steps Planning. Local Labour Market. Employment Rights & Responsibilities. Problem Solving at Work. Sexual Harassment.	Emotional Wellbeing Mental Health Conditions. Factors that Impact Wellbeing. Wellbeing Tips & Treatments. Help/Advice Agencies. Introduction to Sexual Health.	Contraception. Dangers of Unprotected Sex. Pregnancy. Consent. Sending Nudes. Sexual Health Support. Reporting an Illegal Sexual Act. British Values. Healthy & Unhealthy Relationships. Parenting.	Types of Abuse. Sexual Harassment. Child on Child Abuse. Consent. Coercive & Controlling Behaviour. Grooming & Child Sexual Exploitation. County Lines. Radicalisation & Extremism. FGM & Honour Based Violence. Hate Crime. Sexuality & Gender Identity. Bullying. Pornography.	Managing Emotions. Resolving Conflict. Knife Crime. Joint Enterprise. Water Safety. Self-Examination & Screening.	Careers, Employability & Progression.