




Name of Policy	PSHE Policy
School Lead	Head Teacher
Governor Lead	FGB
Date of last review	10.11.2022
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Date of next review	May 2025
Head Teacher Sign off Signature	 10.11.22

Key Stages 1 – 4

1 Recognition Of The Importance Of PSHE

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Learners need knowledge, skills and understanding to lead safe, healthy, productive, capable, responsible and balanced lives.

PSHE encourages learners to be enterprising, independent and confident in managing their lives now and in the future. PSHE education equips pupils to make effective transitions, positive learning and career choices and achieve economic wellbeing. A critical component of PSHE education is providing opportunities for learners to reflect on and clarify their own values and attitudes and explore the complex and conflicting values they may encounter in life.

PSHE contributes to personal development by helping learners to build confidence, resilience and self-esteem. PSHE encourages learners to manage risk, make informed choices and understand what influences their decisions. It enables learners to recognise, accept and shape their identities, manage emotions and understand themselves. It fosters the skills needed to empathise, communicate and work with others. It encourages belief in the ability to succeed and thrive as individuals, family members and members of society.

2 Aims And Entitlement

The Pilgrim School Programme for PSHE is selected from the mandatory PSHE Association (Key Stage 1-5) Programme of Study, The statutory Relationships and Sex Education, Programme, The statutory Health And Well-being Programme and the statutory Gatsby Benchmarks and Careers Strategy

Through the PSHE Association three core strands of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World' we promote:

- Staying safe
- Making healthy choices
- Enjoying good relationships
- Making a responsible and positive contribution to society
- Achieving economic wellbeing and financial capability
- Preparing for a career and post 16 options
- Recognising and managing risk
- Promoting personal Identity and diversity

3 National and Local Guidance

- PSHE Association 2017 Programme Of Study For Key Stages 1 – 5
- Final Supplementary Advice To The Sex And Relationship Education Guidance DfEE (0116/2000)
- Careers Strategy And Education Guidance For Schools 2017
- The 8 Gatsby Benchmarks For Careers Guidance
- Statutory Relationships and Sex Education Programme
- Statutory Health And Wellbeing Programme
- Life Lessons: PSHE and RSE in schools (Parliament publications Feb 2015)
- DFES Drug Guidance For Schools (2004)
- Non statutory- Personal Finance Education Group Framework)

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4 Roles And Responsibilities

- **The Head Teacher and Governing Body** responsible for curriculum standards have responsibility for overseeing statutory elements of Relationships and Sex, Health and Wellbeing and Careers Guidance and Education is adhered to and that appropriate elements of the mandatory PSHE programme (including drug education and economic wellbeing) are appropriately selected for the needs of Pilgrim learners
- **The Assistant Head (Pastoral)** has overall responsibility for liaising with **pastoral and support staff** to provide personal support and guidance in pastoral care, personal development and career guidance. In addition to leading the 'WOW' (Wellbeing On Wednesday) Programme, the Pastoral Head has overall responsibility for co-ordinating and monitoring post 16 transitions and reporting on final destinations to Ofsted and The Local Authority.
- **The Head Of Applied Learning** has responsibility for planning, managing, monitoring, recording and evaluating PSHE, RSE, Drug and Career education delivered through the PSHE programme
- **The Head Of Applied Learning and Assistant Head for 1-1 education support** have responsibility for co-ordinating essential PSHE taught in the home
- **The School Community Liaison Officer and Head Of Applied Learning** have responsibility for arranging visits by representatives from organisations, charities, partnership agencies and careers service to provide additional expertise and development to The Pilgrim PSHE programme
- **The SENDCO** has responsibility for overseeing personal, social, health and career objectives in Education Health Care Plans
- **The Assistant Head with responsibility for digital learning** has responsibility for leading E- safety within the school
- **PSHE Teaching Staff** have responsibility for delivering the PSHE, drug, RSE and Careers education programme and supporting workshops lead by visiting experts
- **Learning Mentors and support staff** have responsibility for supporting learners in accessing lessons, tutorials, workshops and talks by visitors in addition to delivering 'The WOW' programme
- **Academic and Pastoral Links** have responsibility for monitoring and recording career plans of the learners they manage. This is also centrally recorded and monitored by the Assistant Head Pastoral.

5 Implementation

5.1 PSHE Lessons

- At The Pilgrim School PSHE lessons include the study of relationships and sex, health and well-being, careers, economic understanding and at key stage 3, living in the wider world.
- PSHE is considered a core subject and timetabled for delivery at all three bases and offered to students taught in the home
- Staff who work at each base are involved in preparing, delivering, assessing, monitoring and reporting on learning undertaken during PSHE lessons.
- We are aware that some learners may need identified topics and issues raised in lessons, explained and explored further through the WOW and 'Time To Talk' programmes or at an individual personal level.
- We promote inclusivity throughout our lessons and are aware of the importance of promoting LGBTQ+ issues, rights, relationships and health awareness

- We teach in small groups and are aware of personal needs and learning styles of students so are able to deliver a programme that is accessible for pupils with additional needs such as SEND or autism
- We are aware that some pupils have suffered past traumas that may be triggered by issues discussed in PSHE lessons. We strive to support such students in various ways such as preparing students for topics before-hand, giving additional or 1-1 pastoral support and making students aware they can ask to leave the lesson
- Students are reminded regularly of PSHE classroom rules to use distancing techniques, not name names, gossip or talk about personal information in lessons. Students are reminded they can ask to speak to any member of staff outside lessons regarding personal or sensitive information
- We promote the use of fictional scenarios and case-studies or personal stories shared on websites such as Childline.

5.2 PSHE Workshops And Work With Partnership Agencies

As a school we have recognised there are topics in PSHE that may need to be taught by partnership agencies with more specialised training and interests. These topics are addressed in focussed and extended tutorials or workshops. These include:

- Local colleges and post 16 providers such as apprenticeships; Building Futures; YPLP; National Citizenship and Complete Careers are invited each year. We are part of the Lincolnshire Careers Hub.
- Safeguarding tutorials by agencies such as Prevent; County Lines, Local Stay Safe Partnership Board: CEOPS On Line Safety; Exploitation; Consent – Is It Rape?; Domestic Abuse, Coercive and Controlling Relationships
- Mental Health visits from Blesma; ' We Are With 'You', MHST, plus focussed tutorial sessions on things such as Mental Health and Stress awareness
- Sexual Health by LISH and local Stay safe partnership agencies

5.4 Essential Learning

- We recognise that a rigid PSHE programme based on year groups or key stages may be inappropriate at The Pilgrim School and some learners are bound by time and curriculum constraints. We, however, acknowledge the essential role of PSHE in, promoting the aims and objectives of CEOPS in keeping children and young people safe in the real and virtual world, promoting health and wellbeing, healthy relationships , reducing teenage pregnancies and delivering careers education
- From September 2022 on line tutorials and workshops .will be offered to students working in the home in addition to schemes, schemas and resources used at the bases

We have identified the following PSHE topics as **essential** for all our learners, including those taught by education support staff in the home:

- The physical and emotional effects of puberty
- What happens at conception and birth
- The growth of the foetus
- The law in relation to sexual consent
- Condom training and other forms of contraception
- Sexual health
- Choices, advice, support and choices when a pregnancy is unplanned
- The adverse effects of pornography
- The adverse effects of Sexting

- Online safety and the law in relation to responsible internet use
- Managing cyberbullying
- Keeping Safe and dealing with online and real world grooming
- The law in relation to exploitation and abuse
- Dealing with pressure, violence and abuse
- Preparing for transition

5.5 Staff Responsibilities In Managing Ethos Of The School

Staff throughout the school should be aware of their responsibilities for:

- Raising self-esteem
- Giving up-to date information on where and how to obtain help with problems and concerns
- Generating understanding and honest discussion
- Allowing time for personal reflection, self- evaluation and assessment
- Encouraging an acceptance of personal responsibility and informed decision making in promoting life-style choices
- Fostering skills and strategies for encouraging confidence, initiative and assertiveness in recognising risks, solving problems and dealing with peer influences

At Key Stage 1 and 2

For key stage 1 and 2 pupils we continue with the objectives and topics being studied in mainstream schools. If pupils are only registered with The Pilgrim School we will address the objectives and topics listed in RSE Policy Appendix for the key stage and those below

Learners study topics such as:

- My family, relationships, marriage, caring for each other, friendships life stages
- The importance of work and community
- Looking after pets and wild animals, people and organisations that look after animals how local habitats can be ruined and improved, organising an activity to raise money for a local wild life charity, creating a wild-life friendly area in my garden or local community
- Budgeting, saving
- Setting personal targets at home and school, helping someone in my family or local community
- Growing and changing
- Keeping healthy

5.6 PSHE Accreditation

- There may be opportunities for some learners to gain accreditation in PSHE through The study of BTEC Health And Wellbeing as a subsidiary award (one unit) award (two units) certificate (3 units), extended certificate (4 units) or diploma (5 units). These can each be studied at entry level, level 1 or level 2.

5.7 Careers Education

- Schools have a statutory duty to include careers education in the curriculum for all learners in key stages 3 and 4.
- Information about learning options and careers should be presented impartially and advice given with the best interests of learners in mind.
- Using dedicated time during PSHE is seen as an effective way of delivering and co-ordinating careers guidance and enabling learners to develop the knowledge, confidence

and skills to make well-informed choices and plans that will enable them to progress smoothly through learning and into work.

See CEIAG Policy for content and implementation of The Pilgrim Careers education and guidance programme)

Page | 6 Some students may be offered the opportunity to gain accreditation through the study of BTEC in workskills. This can be studied as a subsidiary award (one unit) award (two units) certificate (3 units), extended certificate (4 units) or diploma (5 units). These can each be studied at entry level, level 1 or level 2.

5.8 Work Related Learning

- Through the school's PSHE education and personal support programme some learners prepare for a work placement, debrief and evaluate their experiences. This preparation and experience supports both personal and economic well-being goals. Work experience is a key aspect of work-related learning. Learners need to be aware of elements of the standard and clear about the learning aims of work experience. In addition work experience can be used to support cross curricular dimensions. Studies in the BTEC NQF programme may also complement, supplement and extend work in the PSHE and career curriculum

5.9 Parental Consent

When learners start at The Pilgrim School parents and carers give consent for their son/daughter/ward to study RSE and PSHE. This is usually done during the pastoral home visit. Forms are in the school brochure. Parents are sent updated copies of The RSE and PSHE policies annually via parent mail. Parents are reminded they will continue to have the right to withdraw their son/daughter/ward from any aspect of the sex and relationship programme that is not statutory but they are unable to withdraw their child from any part of the relationship or health and wellbeing programme. They are informed they can contact The Pastoral Head or Head of Applied Learning for any further information on the programme or resources and that if they still want to go ahead with withdrawing their child they need to discuss this with The Head Teacher by phone, email or in writing. It will be made clear by The Head Teacher what the effects of withdrawal could be. Alternative learning will be given until 3 terms before the child's 16th birthday when the child will be given the choice to access lessons or continue to be withdrawn.

If staff consider some of the content of more sensitive issues in PSHE lessons is age inappropriate for younger students in mixed aged classes a group may be split and alternative work given.

5.10 Intervention And Support

- Learners regularly use 'The Pilgrim Hope Scales and Personal Development monitoring as self assessment to evaluate personal social and emotional attributes and skills.' This is used by staff to monitor emotional and social progress and identify if learners are in need of extra support through 'The WOW', 'Time To Talk' or subject intervention programmes. Some learners may also have specific personal, emotional and social targets on their learning support, keeping safe or health education plan. 'The Pilgrim 'Hope' programme permeates the ethos of the school, PSHE and teaching and learning across the curriculum.

- **‘WOW’** explores personal development issues which affect Pilgrim School learners and most young people at some point in their lives. It provides a range of activities designed to promote trust and interaction whilst forming positive relationships and raising personal awareness and understanding of handling and managing situations. This programme is planned and delivered by The Pastoral Team and is co-ordinated and monitored by The Assistant Head Pastoral.
- **The ‘Time To Talk’ Programme** is delivered by the pastoral team. It provides an opportunity for learners to make an appointment to speak personally and chat informally about anything that may be on their mind or distracting them from learning, worries, concerns and plans
- **Careers Support Programme** – Although knowledge, skills and understanding in careers education is primarily taught during PSHE lessons, special tutorials/workshops and ‘WOW’ lessons, the pastoral team will liaise with mainstream school representatives through the review process to ensure all year 10 and year 11 learners access careers advice and support.
 - The Pilgrim School also uses ‘Complete Careers and local region Careers Hub’ to provide additional advice and support for learners
 - Teaching and support staff work together at the bases to support learners to research and access post-16 careers and further learning opportunities. This includes being confident with using The National Careers Programme on line and providing support in making applications, visiting schools and colleges, supporting learners in attending interviews and identifying support and mentoring services for when they begin there.

5.11 Confidentiality

We operate an ‘open door’ policy. Learners are aware they can seek pastoral care, advice and support from any member of staff and our support staff are key people to talk to. Learners should be made aware of our confidentiality policy and that we may need at times to discuss what they tell us with other professionals in order to provide the help and support they need. Learners should be regularly reminded of ground rules for PSHE and for discussing controversial and confidential issues.

5.12 Multi - Agency Working

The school works closely with partner agencies such as Complete Careers; ‘We Are |With You’; CAMHS; Early Help; ‘Young Offenders’; The Education Out Of School Team, Education Welfare Services, Safeguarding Children Board, Primary Health Care Trust and SEN Services.

5.13 Equal Opportunities And Inclusive Strategies

- We bear in mind the complexity of the task involved in meeting the needs of our learners as they come from across the breadth of Lincolnshire’s geographic, age, ability, ethnic, religious, social and economic spectrum.
- All learners will have additional needs as they are out of school for medical and mental health reasons.
- Teachers use a range of methods and strategies such as self assessment, schemas, discussion, debate, information gathering and sharing, display, distancing, draw and write, graffiti sheets, simulation, problem solving, rehearsal, role-play
- Teachers make use of ICT and the media.

5.14 Assessment, Recording, Marking And Reporting

- Progress and achievement in PSHE is recorded on Go4Schools 6 times a year in line with other curriculum subjects.
- At key stage 3 mastery statements of not accessing/engaging, emerging, developing, securing and mastering are used to record progress.
- At key stage 4 Pilgrim Association statements of not accessing/engaging, working towards national outcomes, meeting national outcomes, exceeding national outcomes are used.
- PSHE is reported on to parents in progress reports and may be discussed at academic and pastoral reviews
- Learners may also have personal social and emotional targets such as reducing/giving up smoking, eating regularly or more healthily, incorporating exercise into their lives or improving sleeping patterns as part of their education plans.

6 Monitoring And Evaluation

6.1 Aspects of our PSHE policy that are monitored include:

- Tutorial calendar and participation
- PSHE Schemes
- PSHE Schemas
- Personal Development
- Support plans for any learners with identified personal, social, health and emotional concerns
- Monitoring and reporting to partner agencies learners' progress towards targets on support plans
- Talks by visiting professionals
- Workshops
- Careers and post 16 Guidance and support
- Book scrutiny

6.2 Aspects that are evaluated include:

- Deep Dives
- Lesson observations and Learning Walks
- Discussion and reviews between learners, staff and multi -agency partners
- Pupil Self- assessment, reflection and evaluation of learning in tutorials
- Staff evaluation of tutorial programme
- Learner Questionnaire and evaluation of course
- Staff Questionnaire and evaluation of course
- Review Of schemes and schemas
- Subject Development Plans
- Progress reports
- Post 16 destinations

The impact upon performance of the school of this policy is:

- PSHE makes a significant contribution to learners' spiritual moral, social and cultural development, their behaviour and safety and the school's statutory responsibility in promoting health wellbeing and safeguarding..
- Ensuring pupils have the knowledge, understanding, guidance and support to make informative, safe, healthy and responsible choices
- Creating a school ethos of 'Hope' that encapsulates the vision, values and mission statement of the school in which learners are given the environment and support to thrive, grow and achieve their potential

7 Development And Review Of Policy

Page | 9 The policy will continue to be reviewed every two years

The member of staff responsible for PSHE Policy is The Head Of Applied Learning.