



## **The Complete Works Policies**

### **Personal, Social and Health Education (PSHE) Policy**

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**Reviewed by: Matthew Cheesbrough - Head of Curriculum - January 2025**

**Ratified by: Adam Dalton - Executive Headteacher - January 2025**

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## Contents

|   |           |
|---|-----------|
| <b>1. Rationale</b>                                 | <b>3</b>  |
| <b>2. Aims and Objectives</b>                       | <b>3</b>  |
| <b>3. Policy Links</b>                              | <b>4</b>  |
| <b>4. Modes of Delivery</b>                         | <b>4</b>  |
| <b>5. PSHE Scheme of Work</b>                       | <b>5</b>  |
| <b>6. Assessment</b>                                | <b>6</b>  |
| <b>7. Role of PSHE Curriculum Leader within TCW</b> | <b>7</b>  |
| <b>8. Use of Community Based Agencies</b>           | <b>7</b>  |
| <b>9. Ground Rules and Distancing Techniques</b>    | <b>8</b>  |
| <b>10. Dealing with Questions/Discussion Points</b> | <b>8</b>  |
| <b>11. Careers Education</b>                        | <b>9</b>  |
| <b>12. Safeguarding Post 18 students</b>            | <b>10</b> |
| <b>13. Monitoring and Evaluation</b>                | <b>10</b> |

## **1. Rationale**

Personal, Social and Health Education is integral to the wellbeing of students at The Complete Works (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.

PSHE at TCW extends to post-18 students, focusing on equipping them with the knowledge and skills to navigate adulthood confidently. This includes practical life skills, financial literacy, workplace readiness, and strategies for maintaining mental and physical well-being as they transition into higher education or professional environments

## **2. 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
- Recognise and celebrate diversity within the school and wider community

TCW further supports Post 18 students by:

- Developing resilience and adaptability to handle the complexities of adult life
- Enhancing understanding of personal finance, employment rights, and workplace expectations
- Supporting preparation for higher education and lifelong learning
- Promoting any opportunities in the community for engagement or learning experiences

### **3. Policy Links**

This policy supports/complements the following policies:

- RSE Education Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Behaviour Policy
- Equality Policy

### **4. 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
- Through the allocation of a Student Welfare Officer who will identify and deliver key PSHE topics within individualised personal development sessions.

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
- Signposting to appropriate sources of additional support

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
- Project-based exploration

For post-18 students, PSHE sessions will incorporate real-world scenarios, where possible, guest speakers from industry and higher education and independent project-based learning tailored to their specific career and life aspirations.

All post 18 students will be taught PSHE separately.

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), Personal Development and Well Being.

## **5. PSHE Scheme of Work**

Knowledge and skills are embedded in the long term curriculum planning for PSHE. The KS3 and KS4 delivery of PSHE follows Bruner's spiral curriculum, to reinforce subjects and build upon context and complexity through repeated delivery. Furthermore the planning for PSHE has been formatted around the PSHE association framework. This allows PSHE teaching staff to cover the key themes of Health and Wellbeing, Navigating Relationships and Living in the Wider World.

### **Programme of Study**

Health and Wellbeing; personal identity, safety, e-safety, drug education, health and lifestyle, mental health and emotional wellbeing

Living in the Wider World; understanding political systems, personal finance and economic well-being, making informed career choices and digital literacy

Navigating Relationships; LGBTQ+ experiences, diversity and prejudice, building healthy safe relationships and sex education

### **Programme of Study for Key Stage 3/4**

- Personal Action Planning
- Drugs Education
- Sex and relationship Education
- LGBTQ +
- Personal Finance
- Emotional Literacy and 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

#### **Programme of Study for Primary Years**

- Families and caring relationships
- Family diversity
- Caring friendships
- Managing conflict
- Respectful relationships
- Online relationships
- Boundaries
- Being safe
- Mental, emotional and physical health
- Emotional literacy
- Asking for help
- E-safety
- Risks of drugs, alcohol and tobacco
- Puberty

#### **Programme of study for Post-18 students:**

- Workplace Skills and Expectations: Communication, teamwork, and conflict resolution in professional settings.
- Financial Literacy: Managing loans, budgeting, understanding taxes, and saving for the future.
- Adult Relationships: Navigating complex relationships, setting boundaries, and consent in adult interactions.
- Advanced Digital Literacy: Online reputation management, data privacy, and professional use of social media.
- Civic Engagement: Understanding voting, community involvement, and civic responsibilities.
- Health and Well-being: Stress management, accessing adult healthcare services, and maintaining a work-life balance.

#### **6. 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.

Assessment for post-18 students will focus on their ability to apply their knowledge to real-world scenarios, such as drafting CVs, budgeting, and planning career trajectories. Feedback will emphasise growth and practical application.

### **7. Role of PSHE Curriculum Leader within TCW**

The Head of Curriculum is responsible for the PSHE Curriculum. The responsibility of creating the curriculum and ensuring that it is delivered to our students. The PSHE Lead monitors that the programme is delivered effectively through work scrutiny, training sessions and direct liaison with teachers. Learning walks undertaken by the teaching and learning team support this.

Any training in relation to national updates to the PSHE curriculum will be attended by the PSHE Lead.

### **8. Use of Community Based Agencies**

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
- StreetDoctors
- Young Hackney

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, the subject teacher and Hub Lead should, with assistance from the DSL:**

- Ensure checks have been made with the LEA
- Ensure any necessary training prior to delivery is attended and completed
- Ensure appropriate planning sheets/lesson plans have been produced
- Provide the school background information has been
- Check suitability of resources
- Confirm dates and times in writing
- Carry out and share the relevant risk assessments

### **9. 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, participate and agree 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
- Teachers will use fictional case studies in lessons, as opposed to real life examples
- 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
- Post 18 students will be taught separately and never included in discussion with younger students



## 10. 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

## 11. Careers Education

Our students receive career education in PSHE, vocational BTEC qualifications, personal development sessions with their designated Student Welfare Officer, and by regular visits from their designated Careers Advisor. The Local Authorities are able to provide us with up to date information as to who provides career support to our students. 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.

Suitable work placements are discussed with students and appropriate placements are researched. TCW makes every effort to achieve placements for our students, however, we understand that they are difficult to achieve.

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.

Post-18 students will engage in career workshops, including mock interviews, networking skills, and understanding employment contracts. They will also receive guidance on applying to higher education institutions, navigating student finance, and managing independent living.

## 12. Safeguarding Post 18 students

TCW recognises the vulnerabilities of our post 18 students, such as mental health challenges, financial exploitation, and workplace discrimination. TCW will provide clear guidance on accessing external support services and encourage students to advocate for their own well-being. Post 18 students are always taught PSHE separately and not included in group discussions with younger students.

## 13. Monitoring and Evaluation

This policy is reviewed on an annual basis to ensure the aims of the policy are carried out by TCWs equality obligations.

*If you have any suggestions or comments regarding this policy, please email [suggestions@tcw.org.uk](mailto:suggestions@tcw.org.uk).*

### Review log

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|-------------------------|----------------|
| <b>Policy</b>           | PSHE Policy    |
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| <b>Approved by</b>      | Adam Dalton    |
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| <b>Approved by:</b>     | Amy Jones      |

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|---------------------|--------------|
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