



NAME OF POLICY: PSHE		FEDERATION KSSS ONLY BPRU ONLY		POLICY NUMBER:	
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AUTHOR OF POLICY: S Norrington			PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING: S Norrington		
DATE OF CHANGE	AUTHOR OF CHANGE	DESCRIPTION OF CHANGES	PAGE NUMBER OF CHANGES	NEW REVIEW DATE*	
April '24	SN	General change of staff titles etc			

Introduction

This policy sets out how Personal, Social, Health Education (PSHE) is delivered at school and explains what can be expected from the PSHE programme.

PSHE is an essential part of the support we offer to students at Kettlebrook Short Stay School (KSSS). Effective PSHE learning is a vital part of our curriculum as it helps to prepare our young people for the opportunities, responsibilities and challenges in their lives. Students must develop the knowledge and skills they need to make informed choices for their future. Whilst students have PSHE lessons timetabled it is also understood that all members of staff take opportunities when they arise to reinforce key messages to support the health and wellbeing, positive relationships and understanding of the wider world of our students.

Our Federation's ethos is 'To Empower learners to become Successful'
Our school's core values are Trust, Respect, Honesty, and Care.

All students to believe in themselves, realise their potential and achieve a successful social and academic future, which will sustain them throughout their lives.

We strongly believe in values that are embedded in our culture of our school on a daily basis. These values are shared with our students and modeled by our staff and visitors which our students in turn believe in.

- **We VALUE everyone as INDIVIDUALS.**
- **We want to give each student different OPPORTUNITIES**
- **EMPOWER them to SUCCEED and ACHIEVE the success that THEY DESERVE.**
- **We TRUST people and learn how to trust people, by building good positive RELATIONSHIPS.**

The ethos of our school is also based on:

- **Honesty, mutual respect and consideration;**
- **Responsibility by all for all**
- **Working in close partnerships**
- **Safe and secure environment and**
- **Firm, fair and consistent code of conduct.**

Overview

The PSHE and RSE programmes sit alongside a range of support, both within the curricular and beyond, that Kettlebrook Short Stay School offers the pupils to help build confidence, self-esteem and well-being. These include:-

- Regular PSHE and RSE lessons.
- A weekly lesson focusing on *Career Aspirations* is led by Key Workers to encourage students to explore their career aspirations.
- Regular PE lessons so that pupils recognise that physical fitness is an important factor in a healthy lifestyle. These lessons have been greatly enhanced (Spring 2024) by the inclusion of an indoor gym and an upgrade to our outdoor facilities.
- Regular Food lessons exploring healthy eating and food hygiene.
- Art lessons that allow pupils to explore their emotions and feelings as well as use skills as communication.
- The school nurse is available for confidential sessions about any health concern – this service is also available for parents.
- Confidential counselling services are available to students.
- The Careers' advisor regularly visits students in PSHE lessons.
- The Condom Card scheme is offered through the school.
- The school works closely in partnership with parents and carers to support learning and wellbeing away from school.
- We work with a range of outside agencies to improve the life-chances as well as the understanding of our pupils, including:- Social Services, CAMHS, Education Psychology Team, the Police, Youth Offending Service and others.

Within these contexts, the PSHE and RSE programmes aim to help students become:

- well-balanced individuals with clear understanding of PSHE issues.
- law-abiding and responsible citizens aware there are consequences to actions.
- more confident based on secure knowledge with effective communication skills.
- able to take responsibility for themselves and for others.
- able to cope with the pressures of modern society and know where to find support if they need it.
- able to appreciate the values of family life, marriage and the responsibilities of parenthood.
- thoughtful with positive values and a moral framework that will guide their decisions, judgements and behaviours.
- To recognise when they or others require additional support and to know where to find this support.

Responsibilities

The school's PSHE Co-ordinator is Sophie Norrington and the named governor with particular responsibility for matters relating to PSHE is Jane Gentles. Miss Norrington works closely with other members of the school staff to provide a relevant curriculum suited to the needs of all students. Her work is overseen by the Head of School.

The PSHE Programme

The PSHE Programme is regularly updated taking into account legislation, current thinking and the individual needs of the pupils attending the school. The programme is delivered to small, sometimes mixed age groups, during two to three discreet 45 minute lessons every week. However, many of the important messages of the programme are reinforced in other curriculum areas as well. PSHE has equal priority with other learning.

The PSHE Programme aims to prepare students for 21st century life with a clear focus on their health and wellbeing, relationships with others and their place in the wider world. Lessons are accessible to all with tasks designed considering any additional learning needs of individual pupils. Within the programme there is flexibility to ensure any current issues either at the school or the wider environment are discussed or explored as required.

The Relationship and Sex Education Programme is delivered as part of the PSHE Programme taking into careful consideration the different needs and ages of the pupils as well as all statutory requirements.

PSHE is delivered using a variety of approaches including discussion, role-play, music and art. Outside speakers and whole-day events provide additional focus and interest. Pupils are encouraged to contribute in a space that is supportive and discreet however, any concerns in relation to safeguarding are dealt with following school policy.

The school seeks to work in partnership with parents and carers to provide effective PSHE and support for our young people. The school's PSHE programme endeavours to complement and support parents and carers roles. Regular contact and liaison with parents/carers is part of school policy. Parents have the right to withdraw their children from all or part of the sex components of the PSHE programme. They are made fully aware of this when the child joins Kettlebrook Short Stay School. Alternative provision will be arranged for any child who has been withdrawn from the RSE learning.

Delivery

PSHE is taught through the three Core Themes outlined in the Programme of Study for PSHE Key Stages 1-5 (PSHE Association 2020) of **Health and Wellbeing, Relationships** and **The Wider World**. However, these areas are obviously interconnected and are taught as such.

PSHE has Road maps and more detailed delivery overviews that are amended/adapted during the academic year – to meet the new students needs. Below is an overview and in appendix 1 on page 9 is an overview per term.

Core Theme 1 Health and Wellbeing

Self Concept

Mental health and emotional wellbeing

Healthy lifestyles and health-related decisions

Drugs, alcohol and tobacco

Managing risk and personal safety

Puberty, sexual health and fertility

Core Theme 2 Relationships

Positive relationships

Relationship values

Forming and maintaining respectful relationships

Consent

Contraception and Parenthood

Bullying, abuse and discrimination

Social influences

Core Theme 3 The Wider World

Learning Skills

Choices and pathways

Work and career

Employment rights and responsibilities

Financial choices

Students are supported to develop the following skills:

Recognising and developing a healthy lifestyle. Positive choices to support physical and mental health and learning to assess potential risk. Building self-confidence, assertiveness and self-respect by making informed positive choices.

Communication, including how to manage changing relationships and emotions, learning to communicate and listen to those of others. Recognise, respect and challenge alternative view points as well as develop empathy for others. Learning to manage conflict through restorative approaches and taking responsibility.

Developing healthy relationships, including friendships and romantic, as well as those online.

Learning about family life and responsibilities and that there are different types of family (including single parent, LGBT parents, grandparents, adoptive, foster/carers amongst other structures).

Seeking help and support when required in all areas of a person's life.

Informed decision-making. Use of discussion and group work to improve these skills.

Resources

Resources are prepared and delivered with a full awareness of individuals and their needs. They are prepared by the PSHE Coordinator as well as sourced from outside agencies including the PSHE Association. They are designed taking into account individual needs and SEND as well as outside influences and events. Activities include, role play, drama, mind maps, video clips and discussion. Outside speakers and professionals are also engaged to provide additional content and variety. Pupils are required some activities as homework.

Assessment, Recording and Reporting

KSSS's students are expected to show progression and participation throughout their PSHE programme. Students are encouraged to remain focused and listen to others as well as participate and complete any activities as directed. They will have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. Their books are marked in accordance with the school marking policy.

The reporting of students' achievement and progress is formalised in school progress reports. An overview of progress will be reported to parents through written reports. Success is celebrated regularly through communication at home and using the school positive reward system.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE by SLT and the co-ordinator. Monitoring will take place in accordance with the school's monitoring policies.

This will include:

- Checking that whole school PSHE objectives are met.
- Confirming that standards of teaching and learning are achieved
- Ensuring that adequate resources are available.
- Monitoring that schemes of work are being taught appropriately
- Consulting regularly with staff, pupils, parents, external agencies and the Management Committee.

External Agencies

The school and PSHE co-ordinator lead the programme, but outside visitors also have a role. Current external contributors include:

- Catch 22 (CCE, CSE)
- Educational Psychologist
- Sexual Health Prevention Project
- CAMHS
- School Nurse
- School Counsellor
- Family support agencies
- T3 – Drugs, Alcohol and Tobacco.
- Connexions
- NHS
- Police/PCSOs

Safeguarding

All teachers at KSSS are regularly trained in Safeguarding and Child Protection in accordance with Keeping Children Safe in Education (DofE, latest update 4/20). Any concerns regarding a child's safety or well-being is logged on **My Concern** and also brought to the attention of the Safeguarding team.

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Appendix 1 Current Curriculum Overview

Key stage 3

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Laws and rules. Friendship and bullying. Stereotyping and discrimination. Equalities Act 2010.	Developing learning styles. Online safety. Healthy coping strategies. Spotting bias. Positive mantras.	Personal hygiene. Where to get health advice. Self-examination. Introduction to consent, contraception, STIs. .	Harmful and helpful drugs and medicines. Health risks of alcohol and drugs including addiction. The law in relation to drugs, alcohol and vaping.	Physical and mental health. Consent law is to protect. Healthy and unhealthy coping strategies. Where to seek support.	Gangs and gang membership. <i>Joint enterprise.</i> First aid and staying safe. Where a defibrillator is. How to call for help.

Year 10

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Physical, mental and social health. Balanced diet, sleep, disordered eating. Illness can be related to poor health choices. Meeting the school nurse.	Consent and the law. All know how to report online abuse. Different types of abuse. Strategies to support revision.	How to access the NHS. Planned and unplanned pregnancy and where to get support. Development of a foetus. Screening and diagnosis.	The 5 Ways to Wellbeing. Drugs, alcohol and mental health. How to stay safe when intoxicated. Common triggers and positive choices.	Media and body image. Risks with tattoos, cosmetic procedures and piercing. Balanced time online. Gang membership risks.	Post 16 options. Employment law. Basic first aid. Interview skills and presentation of self. Confidentiality in the workplace.

Year 11

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
The indicators of positive and negative relationships. Rights and responsibilities and law in a relationship. Consent. Sexualised images. Stalking. How to stay safe. Domestic abuse.	Strengths and areas for development. GROWTH MINDSET. Revision and interview skills. Discrimination in the work place.	Vaping, drugs and alcohol law. All students to know where to seek help with this. How to access the NHS. Support themselves and others with addiction.	Different forms of contraception. Pregnancy and fertility. Gang membership. Communicating positively about mental health.	Access to relevant support for exam revision and stress. Exam preparation and careers support.	Exams support. Post 16 options. Next stage and college preparation.