

CTTC Personal Social, Health and Economic Education Policy

The Policy encompasses the following aspects:-

- Sex and Relationships Education (SRE)
- Drug and Alcohol Education including The Management of Drug Related Incidents
- Financial management

Other relevant school policies are:

Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, Health and Safety and No Smoking.

Aims for PSHE

Personal, Social, Health and Economic education (PSHE) aims to help children and Young People deal with the real life issues they face as they grow up. The issues that PSHE covers areas central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance. PSHE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

Curriculum Organisation

PSHE will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Collapsed days
- Discrete curriculum time in subject areas
- Agency/visitor input
- Enrichment opportunities during enrichment week
- Form group time
- Assemblies
- Work experience
- Trips/activities (skills show, STEM event)
- Careers exhibitions

PSHE is a universal entitlement for all children and young people. This means learning is made accessible to children and young people of all abilities and that attendance in PSHE has an equal priority with other learning.

Teaching and Learning

PSHE is delivered in line with the school's teaching and learning policy. As PSHE works within the real life experiences of children and young people, it is important to establish a safe, secure and positive learning environment.

To facilitate this, we will use the following teaching and learning approaches specific to PSHE (in addition to those in the Teaching and Learning Policy):

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and theatre in education
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively

Curriculum Content

The PSHE programme has been developed from identified needs of young people and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

Resources

Resources that support this area of the curriculum will be up to date, relevant to children and young people, and presented in ways that are consistent with the fundamental values and teaching approaches of PSHE. Overall responsibility for PSHE resources are held by the PSHE co-ordinator (Julie Poppleton). The PSHE co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations e.g. Sex and Relationships Education (SRE) through Staffordshire SRE Forum and others through Entrust and are appropriate for Chase Terrace Technology College students.

Monitoring and Evaluation

There will be on-going evaluation and monitoring of the programme for PSHE by the Assistant Headteacher (Student Support), the Assistant Headteacher (Training and Development) and the PSHE Co-ordinator (Julie Poppleton). Monitoring will take place in accordance with school policy.