



UTC South Durham PSHE Policy



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| Approved by | Governing Body |
| Signed: (Principal)  | Date: 21 st June 2020 |
| Signed: (Chair of Governors)  | Date: 27 June 2020 |

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| Date to be reviewed by | May 2024 |
| Responsibility | Principal |

Personal, Social, Health and Economic (PSHE)

1. Introduction

At UTC South Durham we recognise that we have an important responsibility to help prepare our students to be responsible adults and good citizens. While the focus of the UTC is on preparing young people for the world of work, aspects of personal, social and health education and promoting students' wellbeing are equally important.

Through this policy we also aim to promote positive relationships between students and also between students and staff. We aim to achieve an environment of mutual respect where working together and consideration for others are paramount. Students will also have planned opportunities to fully participate in UTC South Durham life.

This policy also incorporates our Relationships and Sex Education (RSE) responsibilities.

2. Core themes

There are 3 core themes which we will deliver for our students (based upon the PSHE Association's Programme of Study, updated for 2020: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%93935>)

2.1. Health and wellbeing

Students should be taught:

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid
- the role and influence of the media on lifestyle.

2.2 Relationships

Students should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

2.3 Living in the wider world: economic wellbeing, careers and the world of work

Students should be taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

These core themes will be developed into a coherent programme of study which will include discrete PSHE sessions as well as being integrated into the curriculum.

3. Delivery of the Curriculum

3.1 Discrete PSHE sessions

PSHE is delivered through a planned series of themed drop down days throughout the academic year. These sessions will include:

- An induction programme that will include aspects of PSHE for all learners
- First Aid training for all learners
- Visits from external speakers covering aspects of the key themes. Examples include:
 - Personal Finance (Eldon Finance)
 - Sexual health and relationships (Bluesky Education)
 - Consent and stalking (Alice Ruggles Trust)
 - Hate Crime, Online safety, (PSCO's)
 - Emotional Intelligence (High Impact Ltd)
 - Drug and alcohol awareness (County Durham Drug and Alcohol Recovery Service)
- Assemblies for all learners
- Mentoring sessions (small group or individual themes)
- External speakers for assemblies on specialist subjects (e.g. SRE, mental health)
- Cultural awareness

The scheme of work for PSHE will provide a developmental programme that both consolidates and further extends existing knowledge, skills and understanding. Our students will be joining us from a large number of different schools so it is important that we assess their starting points and build a programme which fills gaps in knowledge and understanding, and reacts to events around us.

All external speakers / visitors will follow protocols laid down in the UTC safeguarding policy.

3.2 Teaching through and in other subjects/curriculum areas

Provision for some aspects of PSHE will be mapped through learner's subjects. Teachers will be expected to identify areas of PSHE delivered through their subject area and record this in a centralised tracking system. Examples include:

| Subject | PSHE focus |
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| English | emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development, how the media present information |
| Maths | aspects of financial capability; logical problem solving; counting and sharing; data handling |
| Science | drugs (including medicines); sex; health; safety and the environment; ethical issues |
| Engineering | Health & Safety and Compliance; understanding the needs of individuals and society within the design process; use of technology to support sustainable development, The impact the engineered world has on people's lives, for both positive and negative. |
| ICT | Communicating with others via e-mail; finding information on the internet and checking its relevance; e-Safety |
| PE and clubs | Health & Safety; development of personal and social skills through team and individual activities, games and sports; gender issues |
| Geography | Understanding the global earth they share with the rest of the world, their responsibility in making sustainable decisions about future generations, equality and diversity, empathy and inclusion as well as enquiry and communication. |
| Business Studies | Gaining an understanding of the labour market, employment opportunities and sectors. The use of data and targeted advertising to influence decisions. |

4. Workplace Skills

Our business partners have defined a range of skills which they expect young employees to develop in the UTC. These map very well to some of the PSHE themes. Students will self-assess and receive regular feedback on these skills. They are:



Students will also participate in planned work experiences and employer based projects throughout the academic year.

5. Relationships and Sex Education (RSE)

Policy to be developed to meet new guidelines for September 2020 (Jak Heslop) – Including outside speakers during PSHE sessions.

6. Monitoring and Evaluation

It is the responsibility of all teaching staff to ensure this policy is adhered to and also the principles from the UTC Teaching and Learning policy. This will be supported by a programme of monitoring and evaluation directed by the Deputy Principal and FD responsible for PSHE, involving all teaching staff in the process.

Monitoring and evaluation could take the form of:

- Lesson observations, both formal and informal (e.g. learning walks), by SLT, WLT and partners
- Work sampling
- Student voice feedback as well as parental and other stakeholder feedback
- Faculty SEF cycle as well as subject quality assurance e.g. subject reviews
- Establishing an 'open-door' culture in order to encourage and develop the above processes

7. Other Policies / Documents

This policy should be read in combination with other UTC South Durham policies/documents:

- Curriculum Policy
- Education Plan
- Educational Visits and Placements Policy

- Safeguarding Policy
- Staff Handbook
- Teaching and Learning Policy
- SMSC Policy