

## UTC South Durham PSHE Policy



<b>Date of adoption</b>	June 2018
<b>Approved by</b>	Governing Body
<b>Signed:</b> (Principal) 	<b>Date:</b> 21 <sup>st</sup> June 2018
<b>Signed:</b> (Chair of Governors)	<b>Date:</b>

<b>Date to be reviewed by</b>	May 2020
<b>Responsibility</b>	Vice 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 Sex and Relationships Education (SRE) responsibilities.

### **2. Core themes**

There are 3 core themes which we will deliver for our students ([www.pshe-association.org.uk](http://www.pshe-association.org.uk) )

#### **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

## **3. Delivery of the Curriculum**

### **3.1 Discrete PSHE sessions**

PSHE will be delivered in a way which provides both consolidation of prior learning and further extends existing knowledge, skills and understanding.

PSHE will be delivered through a planned series of themed drop down days throughout the academic year. The themes are designed to complement the PSHE Association's programme of study and are titled:

- Culture Day
- Remembrance Day
- Health and Wellbeing
- Careers and Employability
- SRE

In addition, PSHE is delivered through:

- Our induction programme that will include aspects of PSHE
- First Aid training for all
- Briefings
- Morning mentor sessions

Where possible we use the expertise of visiting speakers to cover aspects of the key themes. Examples include:

- Personal Finance (Eldon Finance)
- Marketing (Thrive Marketing)
- Emotional Intelligence (High Impact Ltd)
- Drug and alcohol Awareness (County Durham Drug and Alcohol Recovery Service)
- Hate Crime (PCSO's – Community Cohesion Officers)

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 exist through learner’s subjects. Examples include:

Subject	PSHE focus
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.

### 4. Workplace Skills

Our business partners have defined a range of skills which they expect young employees to develop during their time 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. Sex and Relationship Education (SRE)**

SRE is delivered by outside speakers and visitors as the focus of a dropdown day. This is in accordance with the Sex and Relationships Education Guidance, 2000, and will be reviewed upon the publication of updated guidance.

## **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 Vice Principal 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, FDs 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
- Feedback from visiting speakers
- Establishing an 'open-door' culture in order to encourage and develop the above processes
- External validation through partnership working with Prince Bishops Schools Teaching Alliance.

## **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
- SRE policy