

**PSHE Policy**

**Venture Learning**

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# Key Staff and Contacts

**Provision Based Contacts**

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| **Name** | **Role** |
| **Rhys Griffiths** | **Chair Of Governors** |
| **Rich Hill** | **Headteacher** |
| **Gemma Waddington** | **Deputy Head of Provision** |
| **Contact details:** | **Venture Learning**  **19A Forester Street**  **Netherfield**  **Nottingham**  **NG4 2LJ** |
| [**www.venturelearning.co.uk**](http://www.venturelearning.co.uk) |
| **0115 987 6621 / 07587 408 996** |
| **Rhys.griffiths@venturelearning.co.uk** |
| **Rich.hill@venturelearning.co.uk** |

**Intent**

The aims of personal, social, health and economic (PSHE) education in our school are to:

* open the children’s eyes to the wonder of the world around them both now and in the past; how it relates to them and how it will influence their futures.
* support children to develop a self knowledge and self belief so that they can succeed at school and in their life beyond.
* prepare the children for the challenges they will face in life.
* help our children flourish.
* support their wellbeing and attainment.
* help young people to become successful and happy adults who make a meaningful contribution to society.

**Statutory requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

* We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
* We must teach health education under the same statutory guidance
* We must teach Relationships education and our governors have agreed that we will teach Sex Education.
* Our teaching must take due regard of the Equality Act 2010.



**Implementation**

**What we teach**

As stated above, we’re required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

We use the PSHE Association thematic programme model for our PSHE curriculum content and objectives. It takes a thematic approach to secondary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with one topic per half term. This model is supported with a full range of suitable resources purchased from Cre8tive Resources. The Cre8tive PHSE Secondary Package provides us will a fully resourced, 5 year sceme of learnings so that we are able to tailor our curriculum to all secondary year groups. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning.

**How we teach it**

PSHE is taught weekly for Key Stage 4 students and weekly for Key Stage 3 students. There are close links with other areas of our curriculum such as social skills and topic. Some aspects of PSHE are delivered via class discussions or during 1:1 interventions session to meet the needs of the individuals. Students throughout the school are encouraged to develop an understanding of themselves as growing and changing individuals, as a member of a wider community.

In addition, we have stand alone PSHE lessons and resources which are used to address and educate students in response to individual needs, current issue and topics in the media and other issues and risks which individual students may present with.

**SEND**

For most children with special educational needs, it will be appropriate for them to study the same curriculum as the rest of the class. Recording methods may need to be differentiated. There are additional materials, which can be used alongside the main teaching materials that have been specially designed to support children with Special Educational Needs: PSHE Education Planning Framework for Pupils with SEND. This Framework also supports schools to provide a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content.

**Equal Opportunities**

We are committed to providing a teaching environment conducive to effective and active learning. Each child is valued and we provide equal opportunity for all pupils to maximise their potential regardless of age, sexual orientation, transgender, race, colour, religion or disability. In order to provide access to learning and to meet pupils’ diverse needs, specific action will be taken by all staff to:

* create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
* provide a multi-sensory approach using a variety of media;
* provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
* use appropriate assessment approaches to inform future learning;
* set targets for learning and behaviour including taking steps to help pupils manage their own emotions through additional support.
* handle issues sensitively and ensure that their own personal views and attitudes do not influence their teaching.

**Staff**

Staff are responsible for:

* Delivering PSHE in a sensitive way without letting their personal beliefs influence their teaching.
* Flagging up to the PSHE lead and the Headteacher if they feel that their personal beliefs may make it difficult to teach any aspect of the PSHE curriculum; and to ask for additional training/support if they find any aspect difficult to teach.
* Modelling positive attitudes to PSHE
* Monitoring progress
* Responding sensitively to the needs of individual pupils

**Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.