

<b>Great Oaks College Personal Social Health Education and Citizenship (PSHEC) Policy</b>	
Person Responsible:	Principal/ Deputy Principals
Date of Policy:	January 2024
Next review date:	January 2027
<b>Rationale</b>	
Great Oaks College Personal Social and Health Education and Citizenship policy (PSHEC) is in accordance with the college aims and all other policies at Great Oaks College.	
<b>Aims</b>	
<p>The PSHEC curriculum is delivered throughout college using different methods including discrete weekly sessions, timetabled sessions and in a cross-curricular way.</p> <p>The method of delivery emphasises group building, confidence building, personal autonomy, equal opportunities, confidentiality using a student led approach. Games, role-play, and discussions provide appropriate vehicles for the internalisation of concepts and knowledge.</p>	
<b>Objectives</b>	
<p><b>What does PSHEC look like for the different groups of students at Great Oaks College?</b> Students at Great Oaks College have a variety of needs and abilities and our student led approach to PSHEC aims to meet those needs by developing programmes which are planned around the skills needed to become as independent as possible. Topics (not a developmental list) include. Some of these topics may not be suitable for certain groups of students in college</p> <ul style="list-style-type: none"> <li>• Keeping Safe in society and at work</li> <li>• Assertiveness</li> <li>• Personal care</li> <li>• Sex and relationships education</li> <li>• Friendships</li> <li>• Prevent</li> <li>• Working together</li> <li>• 1:1 tutor sessions</li> <li>• Personal Independence</li> <li>• Drugs education</li> </ul>	

### How PSHEC is taught

PSHEC is unlike many other subjects, in that topics arise during the year as part of incidents which occur “out of synch” with a planned programme. Topics such as bereavement, bullying, relationships, appropriate touch etc. which occur in this way will not be ignored but planned for in spontaneously in order to respond to student need. This ‘needs led’ approach will ensure that the programme is personalised, and responds to issues and topics which resonate with the young people.

### Continuing Skills


A key element of PSHEC is self-protection and communication. Continuing skills underpin all content and may be taught and practiced at different levels throughout all of the modules as well as through cross curricular links, and the general college ethos.

### There are five continuing skill areas

1. Permission
2. Decision making
3. Assertion
4. Health and Safety
5. Preparing to become informed Citizens

### PSHE / Citizenship Continuing Skills

Skill 1 Permission	Skill 2 Decision making	Skill 3 Assertion
Giving	Likes and dislikes	Finding a voice
Receiving	Vocabulary	Other words
Refusing	Concept of yes and no	Self esteem
Coping with refusing	Recognising Options	Rights
Language of asking	Making realistic choices	Basic Techniques
Initiating	Accepting responsibility for choices	Using body language
Respect for others	Making group decisions	Communication skills
Judging situations	Compromise	Recognising put downs
Recognising appropriate requests	Negotiation	Recognising sexist / racist language
Consent	Procedure for asking for information and help	Emotions
		Risk taking

	Influence of culture, gender, religion  Power relationships	
		
<b>Skill 4 Health and Safety</b>  Following simple safety instructions  Identifying risks  Coping with peer influences  Giving and getting help  Safety when using medicines  E Safety including phishing and cyber bullying	<b>Skill 5 Preparing to become informed citizens</b>  Participate  Meet and work with people  Develop relationships  Consider social and moral dilemmas  Find information and provide advice  Prepare for change	

**A Whole College responsibility.** Good staff modelling is a part of the ethos of Great Oaks College. Personal Social, Health Education and Citizenship issues taught in this way include hygiene, dress, social behaviours, no smoking, use of acceptable language, relationships etc.

Learning is increased and student self-esteem is enhanced by a whole college policy of positive reinforcement. Staff are specifically looking for good behaviour in students, to praise and reward; a philosophy of “catch them being good”. The achievement of independence skills is more than a curriculum area; it’s an underlying principle that runs through all we do from basic toilet training to public transport mobility programmes. The college provides opportunities for students to generalise learned independence and life skills.

**Promotion throughout Great Oaks College**

- ◆ Building and facilities – The College will be welcoming, clean, tidy, comfortable and safe. Toilets/changing areas will be fully equipped and spacious enough to meet the needs of young people with disabilities. The building has been designed in a way

where students will have the opportunity to develop their toileting skills in different stages with independent toilets, assisted toilets and hygiene rooms.

- ◆ Equal opportunities - The College will provide an environment where all students and staff can feel good about themselves, irrespective of race, religion, gender, disability, sexual orientation, or age.
- ◆ Healthy eating – Sound principles of nutrition and hygiene are promoted across the college.

**Assessment** - Teachers will set targets for students in line with their individual education plans

**Radicalisation and Extremism** - Staff have received training in identifying and reporting those at potential risk to radicalisation and extremism.

**Communication** – There is a weekly student update for all staff to discuss students' social and emotional welfare and health matters, including relevant information regarding changes in family circumstances (bereavement, marital break down, etc. which may affect student welfare and/or behaviour).

**Reviews** – Reviews of Education Healthcare plans are conducted annually as per Review of a Learner Policy.

**Parent/Carer Involvement** – Opportunities are provided in college for individual consultations and group meetings.

**Non Accidental injury** - All staff are trained in dealing with cases of suspected non-accidental injury.

**INSET** - PSHEC issues are taken into consideration for the purposes of INSET and staff development.

Adapted PSHEC sessions for Engagement students. All students in the Engagement for Life pathway have 1 lesson centred around PSHEC per week. This session supports understanding of key themes including -

- Keeping myself safe
- Relationships and sex
- My digital world
- The wider world: Society and Citizenship

- Health and Wellbeing
- Personal recognition

As with all topics and subjects taught in the engagement for life pathway, communication is heavily embedded throughout all PSHEC learning to support students to make decisions and statements about their lives. Our goal is for our students to be in control of all aspects of their lives as much as is possible, and not to let life happen to them.

PSHEC sessions within the Engagement for Life pathway are differentiated to support the needs of each individual learner.

All students in the Engagement for Life pathway are following the 'interoception curriculum' for part of their learning, which highlights the importance of self-understanding, self-regulation and autonomy

Adapted PSHEC sessions for Life and Living students

All students in the Life and Living pathway will access a weekly PSHEC tutorial, focused on termly topics which rotate on a two-year cycle:

Year 1 Autumn – Personal Recognition

Year 1 Spring – Keeping Myself Safe

Year 1 Summer – Healthy Lifestyles

Year 2 Autumn – My Digital World

Year 2 Spring – Sex and Relationships

Year 2 Summer – Citizenship

Within these sessions, students participate in activities designed to develop their understanding of the above topics, within a context which is meaningful to them.

In addition to this, all students on the Life and Living pathway access a weekly SOSAFE tutorial. SOSAFE provides tools that encourage social safety through the provision of a simplified and rule-governed model of social reality that teaches the type and degree of verbal and physical intimacy appropriate with different categories of people. The aim of using SOSAFE with students within the Life and Living pathway is to equip them with the understanding needed to play a role in keeping themselves safe, by teaching them the behaviours which are expected of them and how they can expect people to behave

towards them, and providing visual communication tools which could be used to report physical and sexual abuse.

**Sex and Relationship Education (SRE)** -Sex and relationship education is taught within the PSHEC curriculum at Great Oaks College, with regard for the need to keep “self-protection” at its heart. The following information summarises the legal requirements and duties regarding SRE as well as some of the Key Messages

- Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- SRE should equip young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being
- Well trained teachers are required to deliver effective SRE as part of a planned PSHE education curriculum.
- Use of visitors and teaching resources for SRE should be carefully chosen to enhance learning within PSHE.

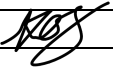
**Is SRE beneficial?** - International research shows, that school-based SRE, particularly when it is linked to information which supports contraceptive services, **does not** increase sexual activity. It can however have a **positive impact on young people's knowledge and attitudes, delay sexual activity and/or reduce pregnancy rates by the use of contraception and safer sex.**

#### References

Oringanje C et al, Interventions for preventing unintended pregnancies among adolescents. [Cochrane Database of Systematic Reviews 2009](#), Issue

Kirby D, [Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases](#) (Washington DC: National Campaign to Prevent Teen and Unplanned Pregnancy, 2007)



<b>Approved by Board of Trustees</b>	
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